

JOURNALISM
for
HIGH
SCHOOLS

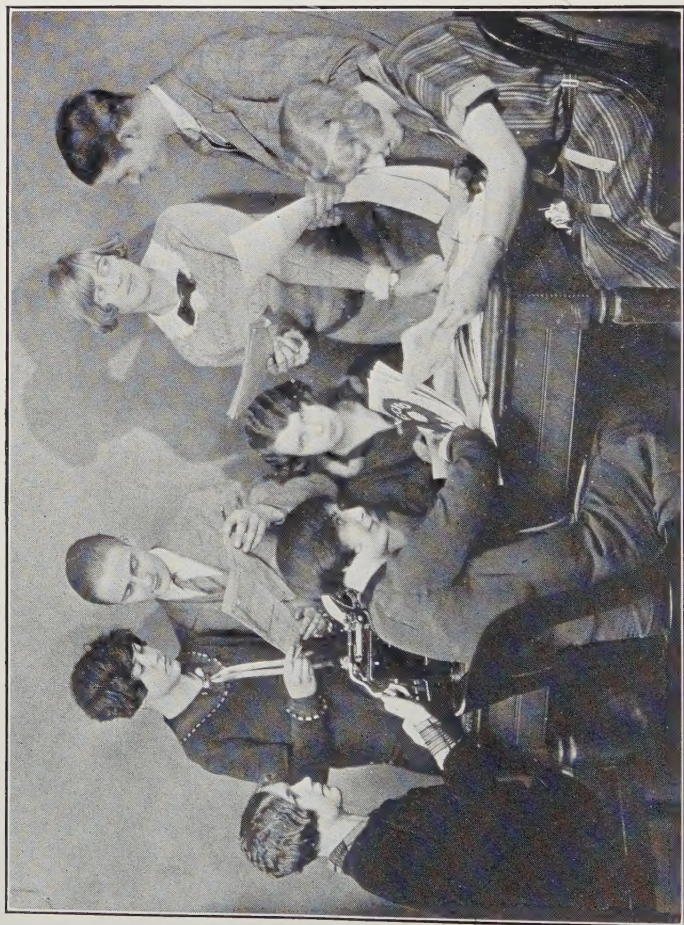
WILLIAM N.
OTTO

#1.50





Digitized by the Internet Archive
in 2024



EDITORS OF A HIGH SCHOOL PAPER PREPARING COPY FOR A SPECIAL EDITION

JOURNALISM FOR HIGH SCHOOLS

BY

WILLIAM N. OTTO, A.M.

(HARVARD)

HEAD OF THE DEPARTMENT OF ENGLISH
SHORTRIDGE HIGH SCHOOL, INDIANAPOLIS, INDIANA



NEW YORK
HARCOURT, BRACE AND COMPANY

COPYRIGHT 1926, BY
HARCOURT, BRACE AND COMPANY, INC.

Printed in the U. S. A.

PREFACE

During the last sixteen years the author has had an unusual opportunity to study the value of journalistic writing in the high school. As a teacher in Shortridge High School he has been associated with the boys and girls in publishing a daily school newspaper. A course in journalistic writing, motivated by the use of the professional newspaper and correlated with the school paper, has been an interesting part of the experience. Indianapolis has furnished a favorable environment. The three daily papers have given much valuable aid and encouragement to various activities that have resulted from these efforts in school journalism.

In preparing a text for use in high school classes, it has been the author's aim to confine the subject within proper bounds. The course is in no sense vocational. It does not encourage boys and girls to rush from high school to the newspaper office. Instead, it gives frequent emphasis to the fact that the service of the journalist to the public rises to the dignity of a profession, and, as such, requires as broad and thorough a preparation as any of the other professions.

The author was present at the meeting of the National Council of English Teachers in Chicago, November, 1920, and was in full sympathy with and voted for the resolutions passed by the Council, restricting the teaching of journalistic writing in the high school to non-vocational aims.

The principles of journalism that underlie the high school newspaper are essentially the same as those that underlie the professional newspaper, but they are taught in the amateur spirit, and in an elementary way. The high school student finds his material almost entirely in the school community, of which he is a part. His outlet for publication is the school paper or the school department of the local paper. He

develops, as he writes, a code of ethics similar to that of the real newspaper, but it is all translated into terms of the school policy and spirit. In these activities he has a glimpse of the field in which the newspaper man finds a profession, but he should have no feeling that he is preparing for a profession.

The plan of this book has been suggested by the author's experience in teaching journalistic writing in the high school. The first two chapters serve as a general introduction to the subject. The various phases of the writing of a news story are then considered in the order in which they enter into the writing process, including news values and sources, journalistic style, reporting, writing the news, and headlines. Various special types of news story follow the conventional type, preference being given to those that are suitable for use in high school papers. Editorial writing is placed after the news types in order to avoid the introduction of a new type and possible confusion. The chapter on "Publishing a High School Newspaper" is put in the back part of the book to separate it from the strictly classroom interest of the subject. It is intended to assist teachers and students in starting or conducting a school newspaper. The Style Book contained in Chapter XIV may be used at any time, according to the judgment of the teacher. It may serve as a standard of form for copy prepared either for the classroom or for the school paper. The chapter on "Essentials of Correct English" may be omitted, if the class seems well prepared in technical English; otherwise it may be used for a review or further drill, preliminary or incidental to the writing of the news story.

The material for written work has been drawn largely from the life of the school community. More exercises have been included than are likely to be needed, so that the teacher may choose those that seem to fit best into the local situation.

Models of style have been taken from representative por-

fessional newspapers to bring before the student the work of those who have been trained in the art of journalism. Selections from high school papers have also been given, as illustrations, so that the student may see what has been done by other high school students. They will serve as an encouragement, just as the models will serve as an inspiration.

In the selection of the subject matter the guiding principle has been a desire to balance the newspaper as an incentive to reading and as an incentive to writing. While those who take the course will find much practice in writing, only a few will ever become writers. It is to be hoped that all will become better readers and find more in the newspaper than the society column, the sports page, or the comics.

Preference has been given to matters of special value to students. Stories of crime and accidents have been excluded. The local character of news and the element of timeliness have imposed restrictions in the selection of models and illustrative material that the teacher and students will have to overcome by the use of additional material from local and metropolitan newspapers.

The author is deeply grateful for help and encouragement received from a number of sources. The Indianapolis newspapers—the *News*, the *Star*, and the *Times*—have extended many courtesies during the last sixteen years. The author is especially indebted to Mr. James A. Stuart, managing editor of the Indianapolis *Star*, for suggestions used in the chapter on “News Values and Sources”; and to Mr. Stephen A. Noland, editorial writer of the *News*, for much practical information on editorial writing. Prof. Raymond F. Pence, of the English department of De Pauw University, very kindly read the chapter on “Correct English.” Constructive criticism was also given by Miss Gertrude Shields, Miss Grace Shoup, and Miss Mary Pratt, fellow teachers in the English department of Shortridge High School. To Mr.

John Cullum, Mr. A. C. McKee, and Mr. O. A. Miller, of the Shortridge *Echo Press*, the author is indebted for numerous suggestions on the mechanical side of publishing a school newspaper. Worthy of special mention was the assistance given by Mrs. Otto, in helpful suggestions and in the preparation of the manuscript.

To the following business firms the author is grateful for permission to use illustrative material: the Mergenthaler Company, linotype machine; the Goss Printing Press Company, Chicago, modern newspaper printing-press: the Duplex Printing Company, Battle Creek, Mich., picture of the late President Harding.

Selections from American newspapers, used as models of form, have been credited to the proper newspapers and press associations. Illustrations from high school papers have been credited to the respective schools. In the Bibliography are listed the books that have been helpful in conducting the work in high school journalism. They are recommended to those who shall teach this course and to students who may find in it the first appeal of a life work.

WILLIAM N. OTTO.

INDIANAPOLIS, INDIANA

May 15, 1926.

CONTENTS

CHAPTER	PAGE
I. JOURNALISTIC WRITING IN THE HIGH SCHOOL.....	1
II. THE NEWSPAPER IN AMERICA.....	10
III. NEWS VALUES AND SOURCES.....	21
IV. JOURNALISTIC STYLE.....	38
V. REPORTING THE NEWS.....	52
VI. WRITING THE NEWS STORY.....	70
VII. WRITING THE HEADLINES.....	99
VIII. ATHLETIC AND SPORTS STORIES.....	134
IX. HUMAN INTEREST AND FEATURE STORIES.....	155
X. SPECIAL TYPES OF NEWS COPY.....	172
XI. EDITORIAL WRITING.....	203
XII. COPY- AND PROOFREADING.....	231
XIII. PUBLISHING A HIGH SCHOOL NEWSPAPER.....	242
XIV. A HIGH SCHOOL STYLE BOOK.....	278
XV. ESSENTIALS OF CORRECT ENGLISH.....	293
GLOSSARY OF NEWSPAPER TERMS.....	308
BIBLIOGRAPHY.....	312
INDEX.....	315

JOURNALISM FOR HIGH SCHOOLS

CHAPTER I

JOURNALISTIC WRITING IN THE HIGH SCHOOL

The High School Newspaper. The publication of newspapers by high schools in the United States is not a recent venture, although much of the development has taken place in the last ten years. The increase in the number of these publications is an interesting result of the social life of the school community. With the larger enrollment of the schools and the extension of activities outside the classroom, there has been felt the need of a newspaper to promote and record this school community life. Thus far most of the schools have been content with weeklies, but a few of them have founded dailies that have functions quite similar to those of the metropolitan newspapers.

A General Development. A study of these publications makes it evident that this outburst of journalistic writing is not confined to any part of the country or to any size of school. It might be expected that the high schools in the larger cities, where the great dailies are published, would come under their influence, as undoubtedly they do, but a large number of papers, many of them very creditable, are published in the smaller communities, often in schools of only a few hundred students.

Room for Improvement. A closer study of these school papers, from a journalistic point of view, gives evidence that many of them are as yet in a rather crude state. Those that have succeeded magazines frequently retain not only the ill-suited names of their predecessors, but also other characteristics even more objectionable. Much space is filled with

"compositions" that were evidently written originally for the English class and are not suitable for publication in a school paper. They represent the writer's attempt to express his own view of the subject without any thought of interesting the reader. It is also evident that the subjects themselves were not chosen with any thought of publication. The news is frequently written with little or no knowledge of the form of a news story, the account being given in chronological order. The write-up of a club meeting, for instance, begins with the fact that the president called the meeting to order, that the minutes of the last meeting were read and approved, that such and such business was transacted, and, finally, that the meeting adjourned, there being no further business. The feature of the meeting does not appear in the headlines and opening paragraph, as is to be expected in a news story written in journalistic style.

While some of these papers bear headlines that compare favorably with those of the metropolitan dailies, many have no headlines at all and look more like bulletins than newspapers. In the make-up of the first page, the best papers give evidence of much care in the arrangement of the matter for a good typographical effect. The worst show that the copy was sent to the printer without instructions and he just threw it together, running the articles over from column to column, and filling up the "holes" with personals, stale jokes, or clippings from exchanges.

The editorial page often shows much need of improvement. Many of the papers show two bad and opposite tendencies. One type fills the page with long, dull, "preachy" editorials that are supposed to maintain the traditional dignity of the editorial page, but apparently will have little influence on the school policy, because they are not likely to be read by the students. Another type seems to regard the editorial page as liable to be a bore and fills the greater

part of it with material that is not suitable for such a page, because it is neither opinion nor information.

The appearance of the advertising in these high school papers frequently indicates a lack of knowledge of modern newspaper methods. Some seem to pride themselves on the fact that they do not mar their columns by carrying advertisements. Others seem glad to get any kind of ad and give no indication of censorship. Still others show little appreciation of the patronage of local business men, judging from the "set-up" of the ads, which is so poor as to discourage a continuance of such patronage.

Not Discouraging. While an analysis of high school newspapers reveals a need of improvement, the situation is by no means discouraging. The novelty of the undertaking in many schools will wear off and give way to changes that will be brought about by the influences which have made the best high school newspapers compare favorably with the college newspapers and even with the professional dailies.

Functions Recognized by Students. Foremost among these helpful influences is the fact that those who edit the high school publications recognize their functions. This is evident from statements that are frequently found in them. As typical, the following is quoted from the September 25, 1925, issue of *Commerce*, published by the Springfield (Mass.) High School of Commerce:

The school paper, an interpreter of a smaller world [than the professional newspaper], has the same work to perform. The life and activities in the school are items of news. The school paper must collect and print all the news; in addition it must aim to develop a uniform school spirit of the highest quality, to build and influence student opinion, to encourage the best school enterprises, to coöperate in respect for school authorities, to maintain clean sportsmanship, to serve as a place for the expression of student opinion, to acquaint the community with the progress of

the school, to promote good scholarship, and to work always for the best interests of the school community.

With such a worthy and far-reaching program as an ideal, the high school newspaper will not be content until it reaches the highest standards of school journalism. If it is to accomplish its purpose, it must make use of the best methods of writing the news and conducting the paper.

Journalistic Writing Class. Another helpful influence is the class in journalistic writing. Although of comparatively recent origin, such classes are becoming a regular part of the English course. In some of the schools the paper is edited by the class. In others the class edits special issues. Even if the class has no direct connection with the paper, it furnishes a trained group from which to choose the editorial staff. Whatever may be the relation of the class to the paper, it helps to establish newspaper methods and standards. Students "cover" all possible news sources as "reporters" and "write up" the various activities in "stories" that comply with journalistic form, including proper headlines. Attention is given also to the appearance of the paper, so that there is evidence of "make-up" in the first and editorial pages, in the various features and departments, and even in the arrangement of the advertising.

Coöperation of Colleges. A third factor that is working for the improvement of the high school newspapers is the cordial relationship existing between college and high school journalism. Graduates of the high schools who have had experience on these student publications continue their interest after going to college. They show their appreciation of their elementary training by coöperating with the high schools from which they were graduated. This encouragement is given not only by letters and friendly calls during vacations and week-ends, but recently by the sending out of news bulletins. A number of colleges and universities that main-

tain courses in journalism have established these news-service bulletins to the high schools, giving interesting news of their graduates now in college. Such coöperation is appreciated by the high schools because it makes the college a source of news, a relationship similar to that of the press associations to the professional newspaper.

High School Press Associations. Many of the high school papers bear upon the editorial page the emblem of a press association; often two—the state and the national. The work of these associations represents one of the strongest constructive forces now active for the setting up of journalistic standards in the high schools. A feature of most of the organizations is an annual contest, in which papers are entered in classes arranged according to the enrollment of the school. The papers are judged and prizes awarded upon their relative merit. The winners frequently herald their ranking in a line just below the name of the paper at the top of the first page. The losers profit by the criticism that is usually a part of such contests and determine to eliminate their faults and compete again the next year. The effect of such contests, so long as they are properly conducted and the rivalry does not become too keen, will be invaluable in setting up journalistic standards for the high school newspapers.

Another valuable feature of the work of these high school press associations is the annual convention, arranged by the colleges under whose auspices they are usually organized. At these meetings, representatives of the member schools come together to listen to talks by teachers from the college schools of journalism and by professional newspaper men and women. From these addresses and the discussion that usually follows, the editors and staffs of the high school papers get practical pointers on the principles of journalism. To be sure, most of the information must be adapted from professional to amateur use, but again, as in the contests,

standards are set up and a desire to reach them is stimulated.

Central Interscholastic Press Association. A far-reaching influence among the press associations is the Central Interscholastic Press Association, whose emblem appears on the editorial page of a large number of high school papers, published in all parts of the United States. Organized, as it was, under the auspices of the department of journalism of the University of Wisconsin, it brings to the high schools the resources of one of the strongest departments in the country. In addition to maintaining the contest and convention features, previously referred to as typical of these associations, the C.I.P.A. publishes a magazine, *The Scholastic Editor*, which deals in an able manner with many of the problems of school journalism.

The Local Newspaper. One of the most potent forces that is contributing to the improvement of the high school newspaper is the local newspaper. As an essential part of the community, the high school has been receiving increasing attention from the press. The athletic contests, honors won by students and graduates, and various activities of interest to the community are becoming increasingly desirable "copy" for the local newspaper. An active interest on the part of the newspapers is evident. Space is being given to high school "news notes." In some cities the classes in journalistic writing are furnishing the copy for a regular department once a week. Students who have had training in the class and experience on the school paper are frequently paid for reporting high school news to the local paper. The regular staff photographer is becoming a familiar visitor at the school.

Some progressive high schools have gone so far as to organize a publicity department, under the direction of a teacher, which gives the local paper a news service, furnishing

through the school reporter the daily happenings of general interest, also photographs that have news value.

This closer relationship between the high school and the local newspaper brings many advantages to the journalistic writing class and the school paper. By previous arrangement, members of the class or the editorial staff may accompany the teacher, or censor, on a trip through the newspaper plant. Most newspapers welcome such visits and provide a guide to conduct the party. Every high school student who takes journalistic writing or holds a place on the staff of the school paper will avail himself of such an opportunity, for there is no better way in which to learn how the modern newspaper is published.

Value of Journalistic Writing. A course in journalistic writing in the high school, motivated by the use of the professional newspaper and correlated with the school paper, offers numerous advantages to the student. Three may be stated as typical:

- (1) It offers an opportunity for purposeful writing.
- (2) It encourages a more intelligent reading of the newspaper.
- (3) It gives a first view of journalism as a life work.

Practice in Writing. By far the largest number of high school students find the greatest value of journalistic writing to be the opportunity it offers for practice in writing correct and effective English. The subject matter is attractive because it deals with matters of local and immediate interest. Much of the material comes right out of the school life from day to day, in contrast to the so-called "literary" material, which often seems remote. The athlete who may never have taken any interest in writing under the inspiration of the great classics, learns how to write a "sports story" and finds that he is especially well qualified because he knows the game.

Writing for publication offers many advantages to those who seek further practice in writing. The social spirit of serving others by providing information or entertainment tends away from mere self-expression toward communication of thought, which is now recognized as the purpose of most writing for practical purposes. The writer does not seek so much to express the results of his own meditation, as to find the thing that will interest his readers and present it in an interesting way. He becomes a reporter in the school community and writes with greater ease because he has a definite purpose.

With this development of style, there comes a feeling for form. The manuscript is no longer just another "theme" for the teacher to grade. It is "copy" for the printer, whether it is actually to appear in type or only to be used as a classroom exercise. The student is a news writer; the teacher, an editor or copyreader. The copy is thought of as it will look to the linotyper and the proofreader. Grammar, spelling, punctuation, and capitalization, perhaps once regarded as "dry bones," now take on a new interest as a part of the mechanics of writing. The style book is consulted frequently in order to put the copy into the best form. Composition becomes purposeful writing.

Acquaintance with the Newspaper. To those who complete only the elementary study of journalism provided by a high school course, there is the further reward of a closer acquaintance with the newspaper. In the leisure of the classroom are learned a few of the things the professional news writer must know and use every day under the high speed of modern rapid publication and often under the most trying circumstances. Reporting, news writing, feature stories, sports stories, book reviews, and criticism make a new appeal to those who know how they are written. The headlines, the make-up of the pages, the arrangement of

departments, and a variety of features, also have added meaning. The newspaper man, that almost mysterious individual seldom recognized by the public, will now be regarded not as the slave of the copy desk but as a servant of the public, worthy of adequate compensation and the dignity of a profession. As a matter of general education in the training for citizenship, such an understanding of the newspaper would be an ample return for taking a high school course, if little were gained from the practice in writing.

Journalism, a Life Work. For a small group, perhaps only two or three in the class, this elementary course will serve to encourage a desire already felt, to make journalism a life work. Their feeling for writing has been well expressed by Irvin S. Cobb, the well-known American journalist and magazine contributor, in his delightful book of newspaper experiences, *Stickfuls*:

Algebra was ever an unfathomable mystery, but writing, as we used to say, just came natural to me. . . . A print shop always had a lure for me. I cannot recall a time when the smell of ink and of print-paper did not draw me; nor a time when the mere sight of a sheet of paper failed to arouse in me a desire to make black marks upon it.

To the high school boys and girls who will become the newspaper men and women of to-morrow, the class in news writing and the school paper will offer the first approach to journalism. Adequate preparation will call for years of study and apprenticeship.

CHAPTER II

THE NEWSPAPER IN AMERICA

The Newspaper in Daily Life. The age of the automobile, the airplane, and the radio is likewise the age of the modern newspaper. These marvels of our day are no more marvelous than the printed sheet that has recorded their origin and progress.

The newspaper is an essential part of our daily life. The cry of "Extra! Extra!" from the street corner is a familiar sound. Whether we buy an extra or not, we feel assured that the newspaper is doing its duty and that nothing has happened that we may not know, if we want to.

"The world before your eyes!" is not merely a clever device for selling papers; it is a fact. To-day, as never before, the newspaper brings to us the most recent happenings from the "uttermost parts of the earth."

By wire and cable, by telephone, by radio, through press associations, and special correspondents, news comes pouring into the local newspaper office from every point of the compass. There is no means of communication or travel that does not make its contribution. Meanwhile persistent and daring camera men are "here, there, and everywhere," getting pictures of interesting people and places. The modern developments of the photographer's and engraver's art make it possible to rush them into the paper with almost incredible speed.

America is a nation of newspaper readers. The habit has become so general that there is scarcely a person who does not read at least the home paper. Even the "six best sellers" fall far behind our metropolitan dailies in popular demand. Two or three books will suffice the average reader

for a year, but he must have his paper daily. If necessary, he will cut a little on the cost of his lunch in order to afford it.

The Newspaper in a Democracy. Just how the newspaper has gained such a tremendous power and influence in America might well be a matter for considerable study, for there seems to have been a variety of causes. Very significant is the fact that there is apparently a close relationship between the rise of the power of the press and the expansion of the American democracy. In the days of the drafting of the Constitution, Alexander Hamilton rendered a service to the government that the newspaper has been rendering ever since. He secured approval of the labors of the framers of the Constitution by giving their purposes fair and adequate publicity. The press to-day has a similar function. It is the strong right arm of government, whether the power be vested in the President, the Governor, or the Mayor. The success of a democracy depends upon the intelligence of its citizens; and as the citizens become increasingly conscious of that fact, they have a natural desire to be better informed. To the newspapers it has been an opportunity for service that has been discharged with such fidelity as to win the confidence of those who govern and those who are governed.

The Newspaper in Politics. Closely related to the position of the American newspaper as the right arm of the government is the influence it exerts in politics. So great is its power that it may easily be abused by arbitrary use, for it is possible to sell its influence and elect its candidates. That such practices are the exception rather than the rule is one of the reasons that the newspapers have such a large and legitimate place in political affairs. For the most part, the newspapers avoid "entangling alliances" and keep their columns free to use as they please. This has led to

the growing custom of confining the "boosting" of candidates to the advertising columns. Political affiliations are implied by the names of some of the American newspapers, but such affiliations are evident on the editorial page rather than in the news columns. In spite of the advertisements of candidates it may carry or the editorial support it may render to candidates, the typical American newspaper serves its readers by publishing trustworthy information on all the candidates. The confidence of the public in such information is recognized by the campaign managers, who are giving more attention to newspaper publicity and less to placards, billboards, and "stump speakers." Indeed, the day seems close at hand when most of the political campaigning will be confined to speeches broadcast by radio from the large centers and reported in the columns of the newspapers.

The Civil War Period. The great changes that have taken place in the newspaper in recent years, as it has entered into larger fields of influence, may be seen by a comparison of the present with the earlier period of the Civil War, often called the "Golden Age." The earlier period was the age of "personal journalism," when a man of marked ability dominated, by his striking personality and genius, the newspaper with whose name his own became almost synonymous. Indeed, in those days, the editor drew more attention than the paper itself. Such men as Bowles, Bryant, Dana, Greeley, Medill, Prentice, and Watterson showed outstanding ability, which entitled them to an enviable place in the history of American journalism. It was a literary age and the editorials and criticism were of a high order.

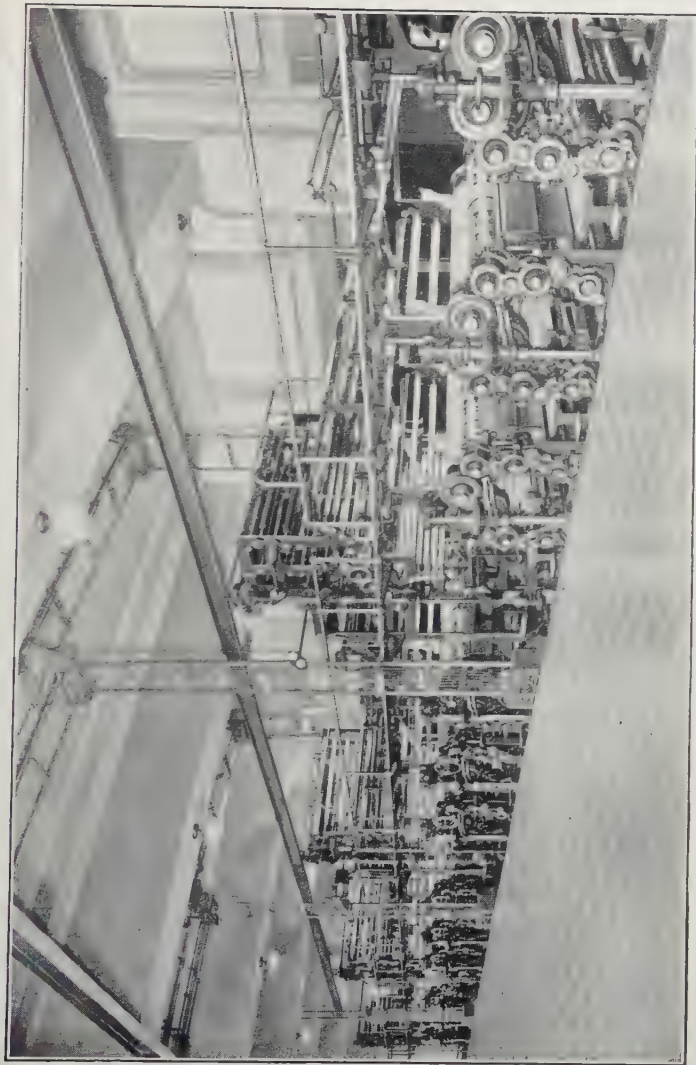
The World War Period. During the World War the newspaper gained a new hold on the interest of the American people. In those anxious days when the whole world seemed to be on fire and the very foundations of civilization about to crumble, the people scanned the newspapers eagerly for

news from "Over There," and did not hesitate to use them as a basis of their opinions. The newspapers discharged their responsibilities with great fidelity and won the increased confidence of the people. New names and great names were made in the field of journalism, but they were not the names of editors, as in the Civil War days; rather, they were the names of newspaper reporters and correspondents. These men wrote signed articles containing the best available information and made most careful predictions of the probable outcome of the military movements. Such names as Frank Simonds, Mark Sullivan, David Lawrence, and Sir Philip Gibbs became known in every household. There was not a cause requiring publicity that the newspaper did not champion. It sold thrift stamps and liberty bonds; it pushed all the many "drives"; it backed the relief movements; it supported the Y. M. C. A. and the Y. W. C. A., the Red Cross, the Salvation Army, and all such organizations. It preserved the freedom of the press, characteristic of American journalism, and, at the same time, respected the censorship imposed by the government.

During this time of testing and opportunity, the American newspaper proved that it had expanded almost incredibly since the Civil War period. While the earlier newspaper showed great strength in its editorial columns, the news was presented in a rather crude fashion, both from the point of view of reporting and from that of attractiveness to the reader. In the earlier period, too, the Associated Press had developed only to the point of covering the acts of Congress and the market reports, while the World War found it prepared to cover every phase of activity in the whole world. The newspaper had a tremendous field to cover, but it was prepared to render the service required by its reading public, and added thousands of recruits to its army of readers.

The Modern Newspaper. The "modern" newspaper, if the term may be used, represents an expansion from the days of "personal journalism" to the present day of organization by great capital, whereby the news of the world is made available to the reader in an attractive form without comment, or "editorializing," permitting him to draw his own conclusions. Matters of opinion and interpretation are left to a staff of trained "editorial writers." They confine their observations to the editorial page and act as reporters of thought currents, just as the news reporters report the news currents. Whether there are to-day men who can compare in genius or literary ability with the great men of the "Golden Age" of Civil War days, or not, there is evidence in the various editors, copyreaders, and reporters, of a broader education and more specific training in the ability to get the information that serves the public best and to present it in a readable form.

The New Inventions. The present form of the newspaper has been made possible by many recent inventions and improvements in typesetting and printing machinery. Just how the paper is published can be appreciated only after a visit, or several visits, to a newspaper plant. Foremost among these new inventions are the typesetting machines—the linotype and the monotype—which have supplanted the hand-setting of type of the earlier days. These machines are now to be found in the composing rooms of even the smaller newspapers of fifteen to twenty thousand circulation. The cylinder press, in like manner, has supplanted the old flat press. Now great rolls of print paper run like ribbons through the rollers and whole newspapers come out folded and even counted. Stamping devices attach the labels with amazing speed, as the papers are rushed through the circulation room to automobile trucks that take them to the trains. The result is that the metropolitan morning news-



MODERN HIGH SPEED NEWSPAPER PRESS EQUIPMENT

Photographed in the plant of the Milwaukee (Wis.) *Journal*. (Courtesy of the Goss Printing Press Company, Chicago.)

paper is received in all adjoining states before the local afternoon paper brings out its noon edition extra. It is speed—modern speed—made possible by a long list of inventions unknown in Civil War days.

Growth of Advertising. Characteristic of the development of the modern newspaper is the growth of advertising. As far back as Colonial days the newspapers carried advertising, but then it was largely of a “complimentary” character. The newspaper was regarded as a community enterprise and the merchant was expected to support it. That little faith was placed in the ability of the advertisement to bring financial returns is evident from the copy used in the ads. Sometimes there was just the statement of the name of the man that owned the business and the fact that business was so good that he did not need to use the space. Other ads contained a joke or a joke illustrated by a crude drawing, resembling a cartoon. To-day the copy for a newspaper advertisement is written by an expert and set with an artistic skill that seems incredible, when the rapidity of publication is considered. A merchant would no more think of trying to run his business without an appropriation for newspaper advertising than he would think of trying to sell his goods without clerks.

Advertising is the one department of the newspaper that attracts the investment of capital. The financing of a newspaper has long been a hazardous undertaking, and there have been many failures. The great metropolitan dailies employ the best talent available, carry the most expensive features, and publish at a rate of speed that requires the best possible equipment. All this calls for the investment of an amount of money that makes the ownership of a large newspaper by an individual almost impossible. Were it not for the returns from advertising, there would be nothing to attract investment.

The public scarcely realizes the necessity of advertising

as the financial basis of the newspaper. The citizen becomes so used to dropping two or three pennies into the hand of the "newsy" and receiving a paper of from sixteen to thirty-six pages that he may have a feeling that he is really buying it. But suppose that he should receive only the paper he paid for, without any advertising in it whatever. What kind of paper would he get? There are two possibilities. He might receive a small printed sheet, resembling a bulletin, or the paper on which the news is usually printed but perfectly blank. The fact is that the subscription or "street" price of a newspaper just about covers the actual cost of the paper on which the news is printed. All of the many other items of cost, as well as a profit that will attract the investor, must come out of the returns from advertising.

The Newspaper and Religion. An interesting illustration of the purpose of the modern newspaper to function in the life of the community is seen in its changed attitude toward the church and religion. Fifty years ago about the only chance the church had of getting into the newspaper was through the scandalous conduct of the preacher, sensational sermons, or friction between church members. If an evangelistic movement were in progress, not only was publicity unlooked for but even opposition was to be feared. To-day such movements are covered by reporters, the sermons printed in full, and editorial support given, if the movement promises uplift for the community. The importance of all religious activities is recognized by the newspapers. In the larger cities a special editor and assistants cover the field. On Saturday evening, space is set aside for news and announcements of the programs of the Sabbath. On Monday morning space is given to the reports of church activities, including outlines of sermons or excerpts from them. The Sunday school receives attention. The uniform "International" lessons are featured in the Saturday editions. Notes

on the lesson by Bible scholars are carried by the larger papers as syndicated features. Sunday editions often contain a complete church service and editorials on subjects pertaining to religion.

In America the church and state are separate; still the vital relation of religion to reform, legislation, and government makes it a matter of great interest to the community and therefore to the newspaper.

Athletics and Sports. During the last twenty-five years there has been a marked increase in athletic and sports news and features. Twenty-five years ago about the only sports news carried in the newspapers had to do with professional athletes, especially prize fighters. To-day the amateur is given as much space as the professional, and it is one of the functions of the newspaper to foster the amateur spirit.

To the masses, baseball is still the "great national game." In the colleges, football leads in popularity; while in the high schools, basket ball seems to be taking the lead. All over the country stadiums are being built by the colleges to accommodate the crowds. The appeal of the game was evident when seventy-five thousand people sat for nearly three hours in a pouring rain in the Yale bowl to watch Harvard and Yale "chase the pigskin" in a sea of mud.

In the high schools there is just as much enthusiasm being shown for basket ball, especially in the East, Middle West, and Far West. Just as the colleges have been building stadiums for football, so the high schools have been building gymnasiums for basket ball, many of them by popular subscription.

The compulsory school attendance laws have increased the high school enrollment and, consequently, the enrollment of the colleges. The result has been a great expansion of athletics.

The World War may also have been a cause of the remarkable increase of interest in sports in the last ten years. During the war, college athletics were at a standstill but the college men were in the training-camps, where they got considerable development of the physical by setting-up exercises and boxing. After the war, college athletics were resumed with new energy, while boxing has become a popular sport.

All of this phenomenal growth of athletic sports is reflected in the newspaper. The "baseball extra," in pink or green, carries complete sports news from all parts of the country, calling for almost as many pages as columns twenty-five years ago. On the metropolitan newspapers are sports writers who were famous athletes in their college days. Written by men who know the game, the sports story has become a rival in interest of the game itself.

The sports page has increased to two or three pages and includes not only the complete news of the field but also an increasing variety of features. They include feature articles by sports experts, pictures by picture service organizations, sports reviews by the Associated Press and Universal Service, statistics on games, articles on how the different games are played, and reports on games in schools and colleges, sent in by special correspondents in the local institutions.

The Newspaper and Literature. There has always seemed to be a close relationship between the newspaper and literary authorship. In recent years, however, some doubt has been expressed as to the actual value of newspaper experience to those who intend to enter the purely literary field.

The advice of some newspaper men of long experience might be discouraging to the high school boy or girl who sees in journalism the entrance to a career in poetry, the novel, or the drama. Typical of this opinion is the conclusion of Prof. Talcott Williams, Director of the Pulitzer School of Journalism, from 1912 to 1919:

Choose ye therefore this day whom ye will serve. Serve two masters ye cannot. Either turn to the service of the great multitude and, also, deceive not yourself, the immediate pay and pelf which yields the larger support; or work alone and apart, careless of the present and careful only of the future. . . . One more forgotten book is really no more than unread files.¹

The Civil War period, the age of "personal journalism," was a time when the newspaper showed marked literary character. From the point of view of news gathering and news writing, however, it was distinctly inferior to the newspaper of to-day. This more recent type of journalism, aptly styled by Mr. Williams "service of the great multitude," calls more for the writer who is trained to make his contribution to the newspaper columns than for the writer who seeks to contribute to the shelves of the library. Yet the newspaper of to-day has not broken away entirely from its earlier traditions, and there has been quite a succession of newspaper men and women who have become distinguished in the purely literary field.

This is especially true of the novel and short story. Just as Dickens, Thackeray, Meredith, and Kipling learned to write about life through their newspaper experience, so our American novelists and short story writers—Howells, Davis, Sinclair, Dreiser, Cobb, and many others—have profited in the same way.

The value of newspaper training to poetry is less certain. The regret expressed by Whitman that he had ever turned aside from verse for the newspaper seems like a warning to all who would be favored by the Muse. Yet several of our earlier poets were newspaper men and expressed no such regret. The name of William Cullen Bryant appears among the great newspaper writers of the Civil War days. Eugene Field was a newspaper man for twenty years and Whittier and Poe both sat in the editor's chair.

¹ *The Newspaper Man*, by Talcott Williams (New York: Charles Scribner's Sons).

To the literature of humor the newspaper has made a large contribution. It is as natural to associate Joel Chandler Harris with the Atlanta *Constitution* as it is to associate him with the Uncle Remus stories. Finley Peter Dunne, George Ade, and others have enriched the literature of humor through the newspaper columns.

Journalism a Profession. Whatever may be the interest of the newspaper as the training ground of the future writers of stories, novels, or plays, its growing influence on the moral, social, and political life of to-day makes it increasingly obvious that any such product is merely a by-product and does not represent the more characteristic functions of the newspaper.

As a matter of fact the newspaper is short-lived. In our larger cities, the morning paper is a matter of history when the evening paper brings out its first edition at noon, and the evening paper, in turn, becomes history when the boys dash out upon the streets at ten o'clock the night before, with the first edition of the new day. All of the news has been brought to all of the people in the most attractive form yet known to man. It is the product of a group of men and women who have been trained to render a valuable service to the public. It is for this reason that journalism, the art and science of news writing, has become a profession.

CHAPTER III

NEWS VALUES AND SOURCES

A Variety of Material. The modern newspaper contains much material that cannot properly be classed as news. It includes pictures, cartoons, feature stories, entertainment features, and practical information. This variety is the result of the increasing importance of the newspaper as a source of information and entertainment, in addition to its primary function of conveying the happenings of the day. The fact remains, however, that the newspaper has only one purpose that justifies its existence, and that is the publication of the news.

The very form in which it appears is evidence. It is printed in columns on special print paper, so that it may be made up rapidly and run off at high speed. It appears at intervals during the day in various editions, each more nearly complete than its predecessors, and is rushed to trains, street salesmen, and carriers, so that it may reach subscribers while the news is still news, because it is "new." While the magazine may have an active existence of a month, the newspaper becomes history in a day, or even less, if there is a competitor with a different hour of publication.

Because the newspaper has as its first, last, and constant function the publication of the news, the public demands that it cover the entire news field, including local, state, national, and world news. This obligation rests primarily upon the members of the staff that make up the so-called "gathering force"—the city editor, department editors, and reporters.

Values and Sources. To discharge this obligation it is necessary for the gathering force to have a thorough knowledge of news values and sources or the answer to two important questions:

- (1) What is news?
- (2) Where may it be found?

What is News? Many attempts have been made to write a definition of "news." Most of them have been interesting and suggestive and all bear a close resemblance to each other. The writers make no claim to have defined news. Perhaps it is more important to note that the newspaper men seem to have a common understanding of what news is, and their agreement is evidenced by the similarity of the contents of the columns of the daily papers.

Charles A. Dana, celebrated editor of the New York *Sun*, defined news thus: "News is anything which interests a large part of the community and which has never been brought to its attention."

From an ethical point of view, news has been defined thus in the Kansas Code of Ethics: "News is the impartial report of the activities of mind, men, and matter which do not offend the moral sensibilities of the more enlightened people."

The Kansas Code was written by Willis E. Miller and adopted by the Kansas Editorial Association, in 1910. It has the distinction of being the earliest code of ethics adopted by an American association of journalists.

The importance of timeliness as an essential characteristic of news is suggested by the word itself, so that "news" is commonly thought of as that which is "new."

That news represents a wide interest on the part of the readers is often emphasized by experienced newspaper men in an interesting acrostic, formed from the word "news," and suggested by the four points of the compass:

N orth
E ast
W est
S outh

Press Associations. Every newspaper is compelled to have its own reporters to cover the local field and most newspapers have correspondents to cover the state. Much of the state news and most of the national and world news is secured through the organized press associations—the Associated Press, the United Press, the International News Service, the Universal Service, and others.

These organizations cover the whole world so thoroughly with reporters and correspondents as to furnish the metropolitan newspapers with almost every item of important news. Even the smaller newspapers have pardonable pride in furnishing their subscribers the news, gathered from such service.

Associated Press. The Associated Press, the pioneer in the field, differs from the others in that it is organized on a co-operative basis, each member furnishing the news of its own local field to central bureaus, where it is edited, distributed, or forwarded to other bureaus for distribution. In addition to news secured in this way, the association furnishes to its members a full quota of national and international news, secured by a large staff of expert reporters and special correspondents, to which reference has been made. The expense of the service is divided among the newspapers that have membership in the association.

The United Press. The United Press is a news service corporation which furnishes news from the entire field at rates depending upon the distance of the newspaper served from the distributing point, and upon how much news is sent. It grew out of a chain of newspapers known as the Scripps-McRae organization and later as Scripps-Howard. Associated with it is the Newspaper Enterprise Association, which specializes in features, pictures, and comics. The United Press is an evening paper service. Its morning service is known as the United News.

International News Service. The International News Service was organized primarily to furnish news to the group of papers controlled by Mr. W. R. Hearst, but it furnishes service to other newspapers without restriction.

The Automatic Printer. At least two news organizations, the Associated Press and the Universal Service, a Hearst night service to morning papers, make use of an automatic printer, one of the recent developments of mechanical efficiency. This invention does away with the need of a receiving operator, writing the news directly from the wire. The machine is much like a typewriter, and needs no attention except to be kept in order and supplied with ribbons and rolls of paper. Such a machine is capable of writing news bulletins aggregating 10,000 to 15,000 words in a working day of eight hours.

Staff Correspondents. The metropolitan newspapers send out special reporters, called "staff" men, to all parts of the country and even of the world. The national capital, in Washington, is an important point, as are also New York City and Chicago. Correspondents in such stations have permanent residence. Other correspondents are sent temporarily to locations that are strongly in the public eye because of special news interests, such as conventions, trials, disasters, etc.

Special Correspondents. In addition to the regular, paid "staff" correspondents, the larger newspapers have special correspondents in every community of importance in the local field. They furnish news notes on the near-by communities and also send stories "on query." That is, they wire the gist of the news, in as few words as possible, to the paper and then write a story of as great length as the paper orders. These correspondents are paid by the month at space rates; i. e., for as much copy as the paper has printed, at so much per column.

Free Lances. In the local community there are usually contributors who are known as "free lances." They have no paid connection with the newspaper but offer copy to be paid for at flat column rates. It is not so likely to be news as editorials and feature stories. Such writers are called "free lances," because they are unattached and sell the product of their pens entirely upon its interest to the paper that buys it. Such writing appeals especially to amateurs who feel a desire to write.

Local Sources. While the city editor usually has a reporter in the office to receive news that comes in over the telephone, to follow up *clues* or interview likely *prospects*, the local field is *covered* by sending out reporters on regular assignments. These are commonly called *runs* or *beats*. The term *beat* suggests a policeman, and well it may, for the reporter has the same responsibility for the territory he is assigned to as the policeman, the only difference being that the reporter is looking for news; while the policeman is looking for violators of the law. This does not mean, however, that the reporter merely adopts a policy of waiting. If he is efficient, he will be busy searching all possible written sources of news or interviewing persons connected in any official capacity with the *beat*.

To report the news, so that it may come out in the earliest edition, it will be necessary to make many trips back and forth during the day between the *beat* and the newspaper office, unless the reporter, like the policeman, "calls in" to the "big chief."

The assignment of reporters to regular runs or beats accounts for the relation of the tone of certain types of news story to the places from which they are reported. Stories of trials are suggestive of the courtroom; while stories of civic affairs are just as suggestive of the city hall and the various departments of the local government. Similarly stories of

social activities have a certain vividness and realism because of impressions made upon the society reporter, at club meetings, parties, banquets, weddings, etc. The reporter comes to feel at home in the environment of his regular daily round and unconsciously puts the feeling of it into his copy. What he has seen and heard and felt comes out in the very words he uses.

The list of places in which news is found in the larger cities would be quite extended. The following will represent the average smaller American city:

Sources of Local News

Accident: Police headquarters, hospitals.

Crime: Police headquarters, fire headquarters, coroner's office, criminal court, juvenile court, county jail.

Civic Affairs: Chamber of Commerce, mayor's office, board of public works, utility commission, building inspector, health department, Associated Charities, public library, office of superintendent of schools.

Social Life: Clubs, churches, hotels.

Business and Finance: Chamber of Commerce, Board of Trade, Stock Exchange, referee in bankruptcy, recorder's office.

Legislative News: State capitol and national capitol, in cities in which they are located.

Sources of School News. While most of the places mentioned in the above list are familiar to the high school student, his practical experience in journalistic writing will probably take him to few of them, unless it be for an occasional interview. His sources of news will probably not extend beyond the confines of the school yard. This will not mean, however, that his sources of news will be less definite or much less numerous, unless the school be very small.

The following list represents the sources of news and news interests to be found in a city high school:

Sources of School News

Office of the principal and assistant principal.

Office of the dean of girls.

Office of the school nurse.

Office of the athletic coaches.

Office of custodian.

Bulletin boards (office, hall, and roll-room).

Book exchange.

Lunch room.

Art department.

Biological laboratory.

Chemical laboratory.

School library.

Home rooms of censors of classes and extra-curricular activities, debating coach, coach of dramatics.

Types of School Story. From these sources a variety of news stories may be obtained by alert and efficient student reporters. The following list was compiled as the result of a study of a considerable number of high school newspapers:

Types of Story for School Paper

Contests: Athletic, debating, etc.

Publicity: "Better speech," coming events, etc.

Special Days: Thanksgiving, Christmas, Memorial Day, etc.

Meetings: Clubs, classes, societies, parent-teacher associations, etc.

Regulations: Attendance, tardiness, etc.

Honors: Awards, prizes, scholarships, etc.

Improvements: Course of study, equipment, rules of discipline.

Addresses: Before school, before classes.

Faculty: Additions, losses, etc.

Alumni: Visits to school, successes of, etc.

Pictures. The increasing importance of pictures is one of the most recent developments of the newspaper. In the earlier days conservative journalists held that pictures should not be used unless they were of more value to the reading public than the type they displaced. Such papers are still trying to keep pictures off the front page, but it is next to impossible to ignore the demand for pictures. Photographs, etchings, comics, cartoons, rotogravures, and an army of staff photographers and artists are required to answer the call.

The causes of the picture craze are many. The Sunday paper, with its comics and extra-illustration, is one. The movies may be another. Newspaper men account for it by the theory that the public is becoming less inclined to give much time to reading and prefers to pick up the news quickly by the use of pictures. In the larger cities there are practical reasons for the popularity of news pictures.

In New York City, for instance, the tabloid newspapers have met a great popular demand. The *Daily News*, *Evening Graphic*, and *Daily Mirror* are apparently successful in the new field. The size of the page is only $11\frac{1}{2} \times 15\frac{1}{2}$, in comparison with the $18\frac{1}{2} \times 23\frac{1}{2}$ page of the regular newspaper. They contain all the features of the regulation newspaper and are filled with pictures, the news stories being cut down to the briefest possible space. In the crowded subways and on the elevated it requires but little elbowroom to read such a paper and the eyes are less strained by taking in the news through the pictures and brief items. Out in the wider spaces of the West there has not yet been any call for the picture paper, but it has apparently satisfied the demand in New York.

The new methods of photographing and improved proc-

esses of photo-engraving have revolutionized the use of pictures for news purposes, making them available for almost immediate use. The automobile of the staff photographer, with its modern equipment, helps to speed up the taking and finishing of pictures. The airplane has opened up new possibilities of transporting pictures. But this is not all. The radio has brought still greater possibilities. Pictures of the inauguration of President Coolidge were sent by radio to newspapers all over the country. A picture of American soldiers in Honolulu was sent to New York City by radio.

So important have pictures become in the newspaper of to-day that the city editor often reminds the reporter to "get pictures." Frequently the pictures will not only serve to illustrate the story, but will even dictate the nature and length of the story that is to be written.

Sources of Pictures. The large place that pictures have in the news material of the modern newspaper may be realized from the sources from which they are obtained. The list is as follows:

- (1) The staff photographer. Newspapers of any size have at least one; while the large metropolitan dailies may have a dozen.
- (2) Reporters and correspondents obtain pictures from the sources of their news stories, to be used with them.
- (3) The press agents of various organizations, such as theatrical companies, furnish pictures as a part of their publicity.
- (4) The *morgue* has on hand a large collection of portraits of prominent persons, available at a moment's notice.
- (5) Individuals who are served by the newspaper furnish photographs from their own private sources.
- (6) Commercial photographers furnish pictures of local interest from their accumulated stock or receive orders to take pictures.

- (7) Picture agencies sell to the newspapers a great variety of pictures, secured from all parts of the world. The name of the firm usually appears in a *credit line* beneath the picture. Among the common agencies are Underwood and Underwood, Harris and Ewing, International, Wide World Photos (New York *Times*), and Pacific and Atlantic (Chicago *Tribune*).

The Morgue. In almost every newspaper plant of any size there is a curious and interesting place called the *morgue* or *graveyard*. A more recent name is the *library*. The meaning of the older terms will be apparent when it is known that in a printshop matter that is to be run is called *live* and that which has been run is *dead*. The *morgue* is a place where newspaper clippings, magazine articles, biographical sketches, and booklets are kept that may become of news value at some future date. Pictures of persons of local or national distinction are filed ready for use, if occasion arises. Cuts that have been run are kept, in case they may be needed again. The value of the *morgue* depends upon the extent of the material and the efficiency of the filing and indexing system.

The use of the morgue as a news source may be illustrated thus. A prominent citizen is taken with a serious illness that is likely to prove fatal. Immediately all material is collected that pertains to his biography and public service, including pictures of the person, his family, home life, etc. While really old, this material becomes news, because it is timely and new to most readers.

In case of a great disaster it is common to run a list of similar disasters. For instance, there is a front-page story of a great flood in China. With it is run, in *bold-face* type in a *box*, a list of other great floods. Such material would be obtained from the morgue.

Special News Interests. In addition to the usual types and sources of news, other copy of great interest to the readers

is put in prominent positions on the first page, *boxes* and *bold-face type* being used to give it emphasis. (See Glossary.) Such material may be classified under the general heading, *special news interests*. These stories are commonly short and striking. Occasionally they are picked up by a reporter on his regular rounds, but usually they are obtained from the news associations that get them locally and send them all over the country.

Human Interest. There is an appeal to be found in many of these *special interest* stories that has called forth an expression peculiar to journalism—*human interest*. The term is not self-explanatory. It does not mean *interest in humans* or *interest by humans*. It may be called forth by a child, but a dog or cat will do just as well. Indeed, many human interest stories deal with animals, especially pets. The universal spirit of kindness, the interest that people have in the little happenings of everyday life that touch the emotions, feelings of sympathy and pity—these are a part of the *human interest* appeal. To define it is less important than to recognize it.

The Unusual. The “bump of curiosity” on the average person’s head is so large that it is just as well to put the *unusual* at the top of the list of *special news interests*. A pumpkin of remarkable size will not only get its picture in the paper and furnish material for a story, but even block the traffic in front of the newspaper building as still curious subscribers crowd eagerly in front of the window to see with their own eyes that pumpkin, made famous because of a newspaper story.

The following Associated Press story, from the *Louisville Courier-Journal*, will serve to illustrate the news value of the unusual:¹

¹ The story is set in a modified form, to accommodate it to the page of the text.

600 YEARS PASS WITHOUT WASHING

**English Windows Are Still in Active
Service.**

Hull, Eng., Feb. 22 (AP)—There are windows in the York Minster which have not been washed in more than 600 years, it was announced recently by the Dean of York in making an appeal for a local fund for the preservation of these antiques which are still in active service.

There is no collection of English glass in the world approaching that at York Minster, said the dean, and if the public allowed these windows to disappear, their like would never be seen again.

Some of the windows which have been in place for six centuries were being cleaned for the first time, the dean asserted, and it had been found that the belief that washing might destroy the mellowing effect of time on the glass was without foundation.

Persons of Prominence. Closely related to curiosity in general, is the interest in the great. Perhaps it is an expression of the human tendency to hero-worship. At any rate, the most common activities of daily life take on unusual significance in connection with the great. It is a common saying that "an apple a day keeps the doctor away." When associated with so prominent a person as the Prince of Wales this figures in the world news:

PRINCE OF WALES EATS APPLE A DAY TO AVOID DOCTOR

**Started Practice in College—Is Now Exceptionally
Fit at All Times.**

LONDON, July 5.—(Associated Press)—Those who dote on the doings of royalty may be interested to know the Prince of Wales is one of those estimable persons who eats an apple a day, having started the practice at college, according to the newspapers.

Once, when Queen Mary went up to Oxford to see how her son was getting on, she looked over his "battles," which is Oxford for board bill, and found an unidentified item of 1 penny daily. When the Queen, who is a reputedly economical house-keeper, asked what the money was meant for she was told it was for the prince's daily apple.

The story may or may not be true, but the heir to the throne certainly enjoys the proverbial health attributed to those who eat their daily apple. Despite heavy programs of public events for days on end for which changes in clothes and uniforms alone would sicken an ordinary mortal, the British heir never seems to weaken and is never ill. In fact, except when he falls off his horse in some breakneck race, the Prince of Wales seems eminently successful in keeping the doctor away from St. James's palace.

Children. The appeal of the child is not surprising, for he is the hope of the future. From the point of view of humor he is ever old and ever new, with his pranks that bring back early memories to adults.

The following local story from the Indianapolis *Star* received a prominent position on the first page and a box:

**BOYS PLUS BRIGHT IDEA,
BALLOON, "WOUND" MAN**

Boys will be boys. And because they are boys, C—— J—— S——, —— avenue, called the police. He believed he had been shot. Several boys filled a balloon with water and dropped it on him as he passed beneath them at Twenty-fourth and Illinois streets. It lit on his head and burst with a "bang." Warm water ran down his neck. He believed the noise was the report and the water was blood. The boys were not found.

Animals and Pets. The *human interest* value of animal and pet stories is evidenced by the fact that they are about the most common of the special interest stories.

Typical of this group is the Associated Press story of "Ginger" that appeared in various newspapers on March

5, the story getting its point from the fact that it was the day following the inauguration of President Coolidge:

GINGER PUTS A DASH OF DOGGY PEP IN PARADE

Washington, D. C., March 4.—[By the Associated Press.]—President Coolidge had an uninvited, but not unwelcome, guest at his inauguration. More than a score of governors of states either declined invitations or didn't show up, but this particular uninvited guest came early, stayed late, saw the show to the end, and had a busy time of it.

He was Ginger, the dog of troop F, 3d cavalry. Some folks might call Ginger a bulldog. Perhaps he thinks he is one, but he bears without shame on his escutcheon the bar sinister.

Ginger made the long trip afoot from Fort Myer and arrived feeling pretty good. Ceremoniously he waddled right into the White House grounds, shielded by two of his friends—the horses—and when President Coolidge and Vice President Dawes came out for the trip to the capitol, Ginger sailed along down Pennsylvania avenue with the procession, important in the knowledge that he was the only dog in the inaugural ceremony.

The Weather. The weather is such a common subject of conversation that it is not surprising to find it frequently in the newspaper. The extremes of hot and cold always make interesting items. The weather at certain seasons of the year is the cause of much concern and interest.

The following local story from the *Columbus Evening Dispatch* illustrates a weather story that gets its point because of a special day:

YEAR USHERED IN BY ANOTHER COLD WAVE

**Forecast Is Temperature Will Drop During
Night—To Last Several Days.**

Like an untried New-year's resolution the weather promises to be in a somewhat unsettled state during the first 24 hours of 1925. The United States weather bureau sent out a forecast which predicted snow probably would ride into Ohio on a rising temperature.

Contrasts of temperature or weather conditions on the same date in different parts of the country often yield interesting news items, as may be seen from the following, which appeared on the first page of the *Chicago Daily Tribune*:

Snows in Cedar Rapids, Ia., After a Hard Rainstorm

Cedar Rapids, Ia., Aug. 4.—At five minutes past 10 this morning snow fell in Cedar Rapids. The snow was in fine particles and melted as fast as it fell. It came at the end of a violent rainstorm.

Heat Record at Springfield.

Springfield, Ill., Aug. 4.—Thermometers in Springfield touched a new high mark for the year today, recording 96 degrees at noon. The reading was taken on a weather bureau thermometer that had not recorded more than 95 degrees since the beginning of 1924.

Home and Business. Two other interests that have special news value for the majority of people are home and business.

The home interests include not only the material on house-keeping of an informational nature but also headed articles on matters that concern the home. Among these are news items on the supply and prices of foods on the market. The price of poultry, butter, eggs, fruits, and vegetables is of interest not only to the producer but also to the housewife who buys for the family table.

The following news item appeared in the local market column of the *Detroit Free Press*:

BROILERS IN HEAVY SUPPLY

**Holiday Demand for Poultry
Disappointing—Berries
Firmer.**

Broilers had a sharp break and weak market owing to a heavy increase in offerings and slow buying. Demand for holiday broilers fell far short of expectations and dealers were

unable to clear up stocks. With the demand that is usually met at this time of year the large receipts could have been handled without much trouble. Hens and other poultry are steady and inactive. There is not much doing with dressed calves. Eggs are firm and active. Demand is nearly all for consumption and the storage business is quiet. Butter is active and steady. Strawberries are a little firmer and other fruits quiet. The vegetable market is well supplied and steady.

Business interests include quotations on stocks and bonds and conditions of local, national, and world affairs. Usually this material is grouped in a special department, under the direction of a special editor.

The following appeared under the heading, "News of the Business World," in the Philadelphia *Inquirer*:

BUSINESS GENERALLY NOW SATISFACTORY

**Buying, However, Continues
to Be Largely to Supply
Immediate Wants**

Business generally is reported satisfactory and conditions are good; but there is still much buying for immediate requirements, and a marked tendency to hesitate when it comes to replenishing stocks, according to R. G. Dun & Co. The amount of new work in the building trade continues to increase, it being nearly evenly distributed among industrial plants, office structures and institutional buildings.

Dealers in supplies are doing a satisfactory business, and with the exception of plumbers' articles, prices are firm. There is little interest in coal and coke, it being exceedingly difficult to move all grades, even that produced at non-union mines and offered at prices that will permit a profit.

Clothing manufacturers are not very busy just now, as most of them have completed their fall sample lines. Some branches of the millinery industry are well employed, especially those factories making pressed goods and boys' items. There is very little wool being moved, in spite of the universal recession of prices in primary markets. Wastes seem to be holding their own, on a replacement basis.

Buying of cotton yarn has been on such a conservative scale during the past few months that spinning mills have been reducing gradually their unfilled orders, and have now reached a point where the business on their books represents possibly less than a month's work. Prices have weakened during the past fortnight, in harmony with the decline in the price of cotton, and business generally is unsatisfactory in carded Southern yarns.

CHAPTER IV

JOURNALISTIC STYLE

Many Styles in the Newspaper. The term *journalistic style* cannot be said to apply to all the pages of the modern newspaper. So varied are its functions that it contains many features that go beyond its primary purpose of recording the news of the day. These larger interests require not one but many styles.

The news proper is written in a style that promotes rapid reading, largely narrative, with touches of description and exposition. Such a style is found in front-page stories. It has an influence on all departments of the paper that partake of the nature of news, but there are other distinct styles. The argumentative and expository paragraph and the scholarly essay are to be found on the editorial page. The language of criticism is used in writing of music, drama, art, and literature. In the magazine features there are at least traces of the literary touch. Indeed, there is scarcely any kind of style that will add interest or variety to the newspaper that is not welcomed by the editor.

Purpose and Subject Matter. Journalistic style is distinguished primarily by its purpose and the subject matter with which it deals. News is of immediate interest, and unless it is communicated promptly it ceases to be news. It deals essentially with facts, which are presented accurately but in a way that will interest the reader. The style that experienced journalists have found to be best suited to accomplish this double purpose is called *journalistic style*.

American Journalism. The style of the American newspaper, in those parts that are distinctive, and are, therefore, to be spoken of as journalistic, is largely the result of a

commonly accepted conception of reporting. Most American newspapers have two distinct staffs—one made up of news reporters; the other, of editorial writers. The news force gathers and writes the news of the day as matters of information. The editorial force comments on the news from the point of view of its possible meaning. By tradition the news columns of the American paper are impersonal in so far as comment goes, although it is impossible, and not desirable, for them to be entirely free from the personality of the writer.

This style of reporting, so characteristic of the American newspaper, has been well described by an English journalist, Mr. G. B. Dibblee, in his interesting and readable book, *The Newspaper*:¹

An American reporter is not allowed to say that a meeting was successful or that the statesman was eloquent or that the confusion around the railroad wreck baffled description. His professional duties require that he should report only what the statesman said and what his audience thought of him, and if his powers of description are to be baffled by a railway accident he will soon be out of a job.

Two points in the quotation are especially worthy of note: (1) "His professional duties require." Logically, journalism has become a profession because the newspaper man has become a highly valuable servant of the public and as such is under a duty to the public. (2) "What his audience thought of him." From this it is evident that the American reporter does not leave all emotion out of his story but includes, rather, any emotion that is a part of the news situation. His own emotion is carefully excluded.

Application to the High School Newspaper. *Editorializing the news* is a characteristic fault of the high school newspapers

¹ New York: Henry Holt and Company.

that make little use of journalistic style. In write-ups of club meetings, assembly exercises, and athletic contests, the amateur reporter forgets that he is a reporter and mixes facts with opinions and frequently closes with the well named *moral tag*. From the outset it seems best for both the journalistic writing class and the staff of the school paper to adopt the American conception of reporting.

Two reasons for this will suffice: (1) All texts on journalism by American authors are written with this standard in mind; and (2) The American newspapers, which may best serve as models of style, comply with this standard.

The Signed News Article. There are occasions when the opinion of the writer is as valuable as the facts he is reporting. This gives rise to what has been called the *signed news article*. Usually one or more of these articles may be found in any of the larger newspapers. The proportion of them to the conventional news story is usually small. Such articles are given the usual type of headline and contain the name of the writer between the head and the article itself.

Signed news articles may be written by experienced reporters, assigned to investigate special topics of local interest, or by professional correspondents, whose articles are syndicated. They furnish the writer a legitimate form in which to express opinion on matters of news interest or closely related to news.

The value of such a form has apparently been realized by few high school newspapers, as the signed news article is rarely seen. Yet there are interesting possibilities. Students with special lines of interest and members of the faculty may be asked to contribute an article for the paper. The editor will write a suitable head and credit the article to the writer. While such articles should not be used more frequently than in the regular newspaper, they should not be overlooked, as they add variety to the news.

Newspaper English. The English language is the natural ally of the newspaper writer. It is the medium through which he renders service to the public. All he has learned in the schools he applies in the daily practice of his vocation. The principles of grammar and rhetoric are matters he must master because they are essential not only to his success but even to his livelihood.

There was a time when the term "newspaper English" was used in derision. It represented a kind of slovenly and outlaw language that was to be avoided. While some of the newspapers may still deserve such criticism, it can be safely said that the American newspaper, the country over, was never so well written as it is to-day.

Compared with the language of books and literature newspaper English is less conservative. It is essentially the language of the present, and often it is language in the making. New words and phrases appear to challenge the interest of the reader. Later they pass into the more permanent language of books, or yield to new expressions that bring a new challenge.

In his interesting book, *The Newspaper Man*, Talcott Williams has well said:

The "column" is a sort of budding bench where the new phrases and words of the hour are set out as the gardener beds and pots young plants before they go to live in the garden beds with older blooms.

While the use of newspaper English is for immediate effect and while it is undergoing constant change, it is never so far from the language of books as to constitute a separate language. The fact that the newspaper column has become a medium for the impersonal expression of facts rather than opinions makes it natural for the newspaper to show less of the style of the writer than literary English, but the difference

is more of purpose than of kind. The language of our best newspapers to-day becomes the language of books to-morrow.

Alaska Dogs Now in Race To Hollywood

Famous Mushers and Malamutes To Enter Movies at California City.

Hollywood, Cal. February 22.—Gunnar Kasson and his dog team, with Balto in the lead, are again mushing over Arctic snows. This time they are not driving desperately on an errand of mercy. They are coming southward to their golden reward.

Kasson and his dogs are to be featured in a motion picture that will have as its main thrill a mad race for life, modelled on the heroic dash the team made in taking serum to diphtheria-stricken Nome.

Sol Lesser has signed the driver and the 13 loyal dogs, including Balto, and although they have started their journey to Hollywood, it will be six weeks before they arrive. For the next month, they will be travelling toward a point on the Alaskan coast where ice does not block visiting steamers.

The trip is the first in which Kasson has reached toward the south country. He and his dogs will come first to Hollywood, and then will go into the Yosemite valley region for the snow scenes. The story to be made has not been completed, but it will be woven about a love theme, an airplane's failure and then recourse to the dogs and their subsequent smashing victory.

The Short Paragraph.

One of the distinctive characteristics of journalistic style is the short paragraph of the news story. This is in harmony with the narrowness of the column—usually two and one-fourth inches—which limits the average of a line to about seven words. There is a practical reason for the narrowness of the newspaper column. In order to get the vast bulk of the news into a paper of reasonable size it is necessary to *set* it in small (six point) type. Such type would be difficult to follow across lines of greater length, so the news is placed in narrow columns. Occasionally articles are set double column to give emphasis to the opening paragraph or paragraphs, but they are soon changed to single column to avoid tiring the eyes of the reader.

The editorial paragraph is usually longer, although

many papers use a wider column on the editorial page, making the greater length less apparent.

The news story, on the opposite page, from the Atlanta (Ga.) *Constitution*, illustrates the shortness of the paragraph that is typical of newspaper style. It may be regarded as showing about the average paragraph length. It is printed exactly as it appeared in the paper.

The shortness of the paragraph may be emphasized by printing a little of the story in the measure and type of this book. The first two paragraphs will suffice:

Hollywood, Cal., February 22.—Gunnar Kasson and his dog team, with Balto in the lead, are again mushing over Arctic snows. This time they are not driving desperately on an errand of mercy. They are coming southward to their golden reward.

Kasson and his dogs are to be featured in a motion picture that will have as its main thrill a mad race for life, modelled on the heroic dash the team made in taking serum to diphtheria-stricken Nome.

While the shortness of the paragraph is the direct result of the mechanical limitations of the column, it does not follow that a story may be cut up into short paragraphs in a similarly mechanical way. The short paragraph is not a violation of the principle of unity but a different type of unity, much like that of the business letter. The importance of the individual ideas that compose the whole is understood and the story conceived from the beginning in smaller units.

One of the first evidences of a lack of knowledge or application of journalistic style in a high school paper is the long, uninviting paragraph. When a news story is handed in, in such a style, it is seldom possible to correct it by marking new paragraphs. The only thing that can be done is to

have the student rewrite the article. He must think of the important points and develop his paragraph units on a smaller scale.

The Newspaper Sentence. While it may be stated as a positive fact that the newspaper paragraph is much shorter than that of literary composition, the sentence requires less positive statement. The opening sentence, frequently containing the gist of the whole story, may be very long, forming a paragraph in itself. The use of such long sentences in the body of the story is rare, however, and short sentences are frequently introduced for the purpose of variety and more rapid movement. There is a noticeable straightforward, rapid movement in the newspaper sentence, but the effect seems to be due to a variety of causes, other than length, that demand further study as a part of the style as a whole.

The Value of Words. Words are the tools by which the news writer performs his daily task. The finer the tools, the more finished will be the product. Just as a cabinet-maker keeps smooth and sharp the cutting edge of the tools, so the experienced journalist cares for his words. No matter how pressing may be the demand for speed, he will not use it as an excuse for carelessness.

Writing for Print. The newspaper writer is much influenced by the fact that he is writing for print. It is only a few hours from the time he turns his copy in to the editor till it appears on the street. The pencil of the editor or copyreader has done its work. The criticism is received at once and shows its effect in the copy that follows, if the reporter is able to profit by it.

The reporter also sees the effect of his writing in type and often realizes for himself the imperfections that had to be passed because the pressure of time did not permit correction or further revision.

The student who is writing in the journalistic style just

for the valuable practice it affords, will acquire this style most readily by applying, in a similar way, the criticism of the teacher of the class and the silent comment of the columns of the school newspaper. It is a case of "learning to do by doing."

Use of the Style Book. Many newspapers and a few school newspapers provide for reporters and staff members a *style book* or *style sheet*. This is a compilation of rules covering such matters of form as punctuation, capitalization, abbreviation, and the preparation of copy, including miscellaneous suggestions and important *don'ts*. The beginner, whether he be a *cub reporter* or a student in the high school class, will find it necessary to make constant reference to it in order that his copy may be in line with the general policy of the paper in so far as little details of form are concerned.

It is intended that the student make constant reference to the "Style Book" contained in Chapter XIV until he is able to comply with the form instinctively. By so doing he will receive something of the experience of writing for a newspaper, since what he writes will be prepared as "copy" for the linotyper, to appear in the uniform style of the columns of a newspaper.

Influence of Models. The fact that representative American newspapers contain essentially the same type of subject matter in the news columns, treated in the same way, makes it evident that there is a journalistic style. In solving his problem of acquiring such a style, the beginner, and especially the high school student, will turn to them as models of style.

While an attempt will be made to give the characteristics of journalistic style, there is much that cannot be expressed but must be felt by reading and comparing the newspapers.

Yellow Journalism. The term "yellow journalism" is used to apply to a type that dates back to the time of the Spanish-American War. At that time the use of glaring

headlines and large type seemed to help to satisfy the demand of the public for news of the outcome of events. *Banner heads* were spread across the top of the front page in very large black type and sometimes in red or green. Such a display of headlines seemed to appeal especially to the foreign population of the larger cities, because their knowledge of English was limited.

Although such journalism has been frowned upon by the more conservative American newspapers, it has persisted until it has affected the style in which the news is printed. The following are a few of the outstanding characteristics:

- (1) The use of large and glaring headlines, in very black type or colors.
- (2) The *playing up* of sensational news stories that would be subordinated because of their unimportance by conservative newspapers, or omitted altogether.
- (3) The *coloring* of such news stories so as to make them more sensational than the facts would warrant.
- (4) The use of a heightened style that compares with true journalistic style as the dime novel compares with a literary novel.

Writers for high school papers in some of the schools have apparently looked upon this style of journalism as a kind of humor, judging from some of the burlesques that have been made upon it. There have appeared among these publications in recent years issues that have been written in whole or in part as a burlesque of the "yellow style" and some have made it still more "yellow" by printing the issue on yellow paper.

Accuracy. While there have been numerous attempts to define the term *news* and a variety of opinions, there is one point on which all members of the profession and teachers of journalism seem to be agreed. The first essential

of a news story is accuracy. This fact is drilled into the mind of every *cub reporter* by the city editor. It is emphasized in the suggestions of all style books. It is the first and last lesson taught in every course in journalism.

The famous journalist Joseph Pulitzer gave it as the first consideration. Terseness he regarded as second, and for a third he put "accuracy again."

On the walls of the editorial rooms of a city newspaper are three significant placards:

GET IT RIGHT
GET IT NOW
BUT GET IT RIGHT

The spelling of a name, the initials, and the correctness of a name are matters of such serious importance as to send the reporter on numerous trips to the city directory, the telephone book, or the telephone itself. To take such things for granted or to regard them lightly, may lead to the most serious consequences.

Suppose, for instance, that a story is printed concerning the improper conduct of some citizen. Suppose, also, that the reporter makes the mistake of giving a wrong middle initial. When the story appears it happens that there is a man with the name so printed. The result is a false identification and a gross injustice. If the paper publishes a correction—a thing high-class newspapers dislike to do—the injury cannot be made good, for many of those who read the story will not see the correction. In so far as the reporter is concerned, it will probably mean a reprimand from the city editor, while a repetition may mean the loss of a job.

Speed. Closely associated with accuracy is the demand for speed. A visit to the plant of one of the great metropolitan dailies will furnish an impressive illustration, especially the

clicking of the *battery* of linotype machines, and the roar of the giant presses, that spin great rolls of print paper into complete sections, folded and counted.

All this is amazing, but the demands of speed do not stop here. Visit a city daily with a subscription list of 25,000 and you will still find a demand for speed. If it is an evening paper it will probably run three editions. The *noon edition* will catch the business men who read the paper over their lunch and the young fellows who read the sports news. The *afternoon edition*, appearing at three o'clock, will catch the street sales. The *home edition*, appearing at four o'clock, will be ready for the boys, who rush in from school, to take out on their routes. In the meantime the paper has been growing from hour to hour until the final edition is a complete record of the news of the day.

When the hour to go to press comes, the *forms* must be ready to run. Delays will be costly. The loss of street sales will disappoint the boys. Failure to make train connections will disappoint the rural subscribers. The business men and the young fellows will miss their accustomed noon-hour paper.

All this means speed, speed, and more speed—but not the speed of haste—rather, the speed of efficient organization. While the mechanical department may give much evidence of motion, the editorial department moves along quietly, each one at his assigned task. And so the appearance of the room will continue unless some *big news break* suddenly. Then the forces will be quickly reorganized and there will be still more speed.

Effect on Style. All these impressions of the publication of a newspaper may seem remote from a consideration of *journalistic style*, but they have a vital effect upon it. The importance of the subject matter demands accuracy. The short life of a newspaper—less than a single day—demands

ed. The reporter feels the twofold demand. The language uses—his tools—must serve the purpose at hand.

The high school student in the journalistic writing class will feel no such demand, ordinarily. However, it is not impossible for him to feel it, for this is essential if he is to enjoy the benefit of practice in writing in the journalistic style. If he writes for the school paper, provided it is a newspaper and not a mere bulletin or "funny sheet," he will get at least a little experience. If this is impossible, the teacher will impose some restrictions of time that will give the effect of writing under the pressure of immediate publication. For his guidance a few of the outstanding qualities of journalistic style are proposed.

Clearness. Among the qualities essential to journalistic style, clearness may be placed first. The columns where clearness is especially to be desired are those which are intended to promote rapid reading. Because of the pressure of time or force of habit, the reader scans the day's news beginnings with eager eye. He is looking for the news, the openings of the day, the facts, the information. The style must aid rather than hinder his progress.

Clearness is the quality of the style that will meet this demand. Thought and expression must keep pace with each other. Each word must convey its meaning, almost at a glance. The relations of the grammatical constructions must be apparent. Pronouns that are remote from their antecedents, and participles that are widely separated from the nouns and pronouns they modify, are to be avoided.

Simplicity. It is almost impossible to consider *clearness* without involving a second characteristic of journalistic style, *simplicity*. Indeed, simplicity is one of the essentials of clearness. A study of the style of the news stories of representative American newspapers reveals the simplicity

of the sentence structure, in the limited use of punctuation marks. The high school student who writes for the school paper will learn one of his first and most valuable lessons in news writing in reducing the need of punctuation marks. Clauses that he has been accustomed to put together with semicolons will now be written as separate sentences. Introductory phrases and clauses and parenthetical matter will be eliminated or absorbed into the short sentence, with a consequent reduction of the number of commas.

Terseness. *Terseness* is so closely related to *simplicity* as to be almost a part of it. It may be defined as brevity plus clearness. It has to do particularly with the choice of words. Instead of the adjective with the noun, a noun is chosen that contains the quality of the adjective. Similarly the verb is used to give life and vigor to the style, and the adverb is made almost unnecessary. To avoid superfluous words is just as important as to eliminate adjectives and adverbs by the forceful use of expressive nouns and verbs. "Beating about the bush" disappears when every word is made to count.

Interest. Clearness, simplicity, and terseness are all desirable qualities of the newspaper style. A fourth quality is needed, which may be termed *interest*. A variety of sentence construction and emphatic beginnings add much to the vigor of the style.

Often the style of the story makes interesting reading of material that in itself has no great news value, and entitles it to a prominent position on the first page.

This quality is apparent in the short news stories obtained from the various press associations that furnish first-page copy. Little stories on special news interests are put in boxes at the top of the first page. Written by experienced reporters, they often furnish models of style, particularly in the matter of interest.

Practical Pointers on Newspaper Style

1. Don't "beat about the bush." Come to the point at once.
2. The best newspaper style is so simple that it does not require much punctuation.
3. Avoid the use of overworked expressions.
4. Avoid the use of comparatives or superlatives. They usually express opinion rather than facts.
5. Avoid piling up adjectives. A few well chosen words are more expressive.
6. Frequent use of the participle gives a loose style that is hard to read.
7. Use expressive verbs. Often they will make the use of adverbs unnecessary.
8. Use verbs to gain forcefulness and not just to complete the grammatical constructions.
9. Prefer active to passive verbs, because they give vigor to the style.
10. Watch the pronouns. Be sure the reference is clear.
11. Avoid unnecessary repetition, but do not hesitate to repeat a word for the sake of clearness.

CHAPTER V

REPORTING THE NEWS

A Valuable Training. The recent development of newspaper along the lines of efficient and rapid publication has called for writers who are trained directly for the particular part of the work. They may not have served through apprenticeship as "cub" reporters, but reporting has been an important part of their preparation, although it may have been received in a professional school rather than in a newspaper office. Working with them will still be for those who look back upon their "cub" days as invaluable to their early training.

The student journalist, who aims to experience all the activities of an all-round newspaper man, will find reporting at the beginning and end of news writing. Whether his copy is to be published in the columns of the school paper or handed in as a class exercise, he will have a most valuable experience in trying to meet some of the demands that are made upon a reporter.

The High School Paper. That the importance of newspaper reporting is felt even by the high school paper is proved by the following incident. In every school a constant appeal is made to the student body to give more support to the school paper by way of subscriptions. The managing editor (a faculty member) made such an appeal to a roll-room full of seniors. Not receiving much response, he challenged the students to give reasons why they did not subscribe for the paper. A boy arose and accepted the challenge.

"I used to take the ———," he said, "but I stopped because of the reports of the games. I went out to see the games and then read the paper. I found the accounts full of errors."

often the credit that should have gone to the one who had the best game, went to some one else who played a more ordinary game."

The managing editor had little to say but promised to make an investigation. The findings were interesting. There were two causes. It was found that while the students who wrote the stories of the games had literary ability, they had little practical knowledge of the games. The other cause was attempting to write up a game that had really not been seen by the reporter. Being unable to attend the game, the reporter had had to depend upon some friend to see it for him and give him a report over the telephone in the evening. It was not surprising that the accounts of the games were inaccurate and that credit was not given where it belonged. The reforms that followed were the result of the just complaint of the subscriber, who again became a supporter of the school paper, not just as a matter of loyalty, but in appreciation of service rendered.

The "Cub" Reporter. The term *cub reporter* has long been in use in newspaper offices to apply to the green and inexperienced reporter. As a sort of stock character, he appears prominently on the stage and in the movies. He is usually a tousled-looking youth with black-rimmed glasses and pencil in notebook in hand. He appears on the scene abruptly, like a fire department, but instead of putting out the fire, he merely fans it. He begins work at once—unless he is ejected from the scene. The notebook and pencil are much in evidence, as he pushes his victims for "facts." He is evidently looking for something scandalous to put into glaring headlines. Before he is through, he proves a dread, a nuisance, and a veritable pest. He not only is amusing but serves a valuable purpose of showing what a good reporter is not.

Nose for News. The importance of the reporter in bringing the news leads to a consideration of the essentials of reporting. The ability to find news in any and all places

is commonly referred to by newspaper men as a *nose for news*. Whether it represents an ability that is inborn or one that may be cultivated has been a matter of much discussion. Some say that a reporter is born and not made. Others are just as positive that reporting is an art that results from training and experience rather than from native genius.

The high school student will find it a new and interesting experience to take pencil and paper and start out to *cover* an assignment made by the teacher of the class or by the censor of the school paper. While his experience will be that of the amateur, he will be confronted by some of the problems of the professional. Whether he develops a *nose for news* or discovers he already has one, he will feel the need of the development that makes efficient reporters out of *cubs*.

Qualifications of a Reporter. So many things enter into the equipment of a reporter that it is difficult to select or classify the essentials. Also, so much has been said and written that it may be well to go back to the original meaning of the term—*one who carries back*. This suggests his one most important function. He may write the story and give it suitable headlines but, as a reporter, his first duty is to *carry back* what he has seen and heard.

The essentials of his qualifications may be considered under two heads:

- (1) Personal fitness.
- (2) Worthy ideals.

Courtesy. First among the personal qualifications of the reporter is *courtesy*. So closely is it related to tact that *tactful courtesy* might well be used to describe this first characteristic of a good reporter.

The need of courtesy grows out of the personal relation of the reporter to the person who may be a source of news. The two are usually brought together unexpectedly, in most

instances by a suggestion, or *tip*, from a third party. Unlike the salesman, the reporter cannot use his personality to draw attention to his wares. He has nothing to sell; rather, the other person has the thing he wants to buy.

Usually the prospective source of news is found to be busy with his own affairs and not particularly fond of being interrupted by reporters. He shuns publicity, for those that crave it are likely to report their affairs to the newspaper office, or call in over the telephone. In any case the approach is not easy, and it calls for *tactful courtesy*.

The experienced reporter is quiet and unassuming. He inspires interest and confidence. He is not so assertive as the salesman; nor is he so mysteriously clever as the detective. He is somewhat between the two. To the public the reporter is usually unknown, and the wise reporter prefers it to be that way, for it would decrease his efficiency to be recognized as a reporter everywhere he went. As it is, he goes about the streets *incognito*, and lets the other fellow do the talking. His problem is to meet all kinds of people on any occasion, to gain their confidence at once, and to leave them his friends. Too abrupt an approach may mean a door slammed in his face. To treat the source of his information as the victim of his cleverness may mean the loss of a bigger story in the future.

Tact. *Courtesy* enables the reporter to gain access to the information the person is able to give and to leave him a friend who may render similar aid in the future. *Tact* is required to utilize the opportunity opened by *courtesy*. After the reporter has obtained an audience, he must follow up his advantage quickly, for he has as little time to waste as the person to whom he is talking. No one feels the pressure of time more keenly than a reporter. The situation calls for *tact* in focusing the attention of the person interviewed on the point under discussion, and in drawing him out by skillful questions.

In accomplishing these purposes the tactful reporter makes use of the growing confidence of the public in the policy of the newspaper to publish the facts, and only such facts as should be published. He is the one who is able to interest his news source in putting facts into the story.

The tact of the reporter's questions is much like the cleverness of a good conversationist. It tends to keep the conversation going. The experienced reporter avoids especially questions that require merely an answer of "Yes" or "No." Such answers are heard frequently from the witness stand, in response to questions put by lawyers. The purpose of the lawyer is to get the witness to affirm or deny the facts for the bearing his testimony will have upon the logic of the case. The reporter, on the other hand, is interested more in the impressions that were made upon the mind of the one to whom he is speaking. He does not try so much to obtain an admission or denial as a story, a picture, or a point of view that will be of interest to the reader.

The Student Reporter. The value of tactful questions will soon be felt by the student reporter who starts out on his rounds of the school, looking for news. If he asks a teacher abruptly whether he has any news, the teacher will usually try to think of something, but, failing on the spur of the moment, will answer "No." If, on the other hand, the student reporter has prepared himself before making the approach, he will have a reserve of questions on things he knows the teacher to be interested in. He will use these questions to draw the teacher out and will probably be rewarded by an interesting story, when he might have got nothing. Incidentally he will realize the value of tact in reporting.

Use of the Notebook. The use of the notebook is a matter to be determined by the tact of the reporter. Unlike the stage type, he does not carry it around in his hand. Since the notebook is a badge of the profession, some reporters

prefer to use a few folded sheets of paper, because they may easily be concealed until it seems wise to use them. The experienced reporter may safely trust much to memory. To acquire this ability is worth while, as most persons talk more freely when they are not reminded of the fact that they are talking for publication. The student reporter will want to cultivate the ability, but he must make accuracy the first essential. Indeed, a common mistake of student reporters is to try to imitate professionals by taking so few notes as to give the person interviewed some concern as to the probable accuracy of the story that is to be published. In such cases the tactful reporter would have the good judgment to take enough notes to put the person interviewed at ease.

Use of Shorthand. A knowledge of shorthand is no longer regarded as essential to the reporter's equipment. At times it is a matter of convenience to be able to take exact quotations rapidly, but an extensive use of shorthand is liable to prove a disadvantage. The time required to transcribe the notes may make it a drawback. Furthermore, the use of shorthand in an interview is even more objectionable than the writing of longhand notes in the person's presence, since it implies still greater precision on the part of the reporter. Even in the reporting of speeches the use of shorthand is seldom required as reporters obtain advance copies of speeches, their newspapers paying for them if necessary.

A final and more serious objection to the use of shorthand by reporters is the fact that it tends to center their attention upon the words spoken rather than upon the spirit of the occasion. The experienced reporter may use shorthand, then, when the need arises, but he will not hesitate to stop his notes to get general impressions.

Ease and Confidence. Closely following courtesy and tact is another pair of important personal traits, *ease and confidence*. These traits are so closely related that they may be

treated together. There is nothing that will bring confidence so completely as success, and with confidence will come ease. Even the student reporter will find his confidence increasing as he sees that he is able to bring back an interesting story and put it into print. As the feeling seems justified and grows, he will note a release of tension that will not only give him greater ease but also tend to put the person interviewed more at ease.

The experienced reporter is marked by his apparent freedom from worry. Having been successful on many previous and similar occasions, he has reason to believe he will be adequate to the present demand.

Perseverance. From many more characteristics of a good reporter that might be considered, *perseverance* may be chosen as the last. To follow up a rumor or a news *tip* is not always easy. Like a tree, it may have roots that penetrate far below the surface. The temptation of the reporter is to stop before he is through and be content with a superficial story that requires average effort. More often, ordinary efforts may be rewarded with no story at all. Certainly there is no sound that falls with more of a "thud" upon the ears of the city editor than the doleful sound of the cub reporter's "Well, I couldn't get it." The look that follows from the throne is significant to the young man who has an ambition to "make good."

With a little more experience, the reporter will come to realize that accuracy, the first essential of good reporting, requires thoroughness, and thoroughness requires perseverance. No matter how hard it may be to get at the facts, the reporter must hold on until he gets them. No matter how boring it may be to draw them from the one who has them in his possession, he must stay by the task until it is finished. To the professional reporter it may mean long hours of apparently unappreciated labor, but in that very persistence

lies the secret of his service to the public, which gives to journalism the deserved dignity of a profession.

Worthy Ideals. Courtesy, tact, ease, confidence, perseverance, and many other personal qualifications are essential to the success of the good reporter. There is another requisite that is sufficiently different and important to be placed under a separate head—*worthy ideals*.

These are the ethical standards that have become established as a vital part of the modern development of the newspaper. The reporter is told to get the facts, but there are limitations upon the methods he may use in getting them. Intrusions upon the privacy of the home, taking unfair advantage of an individual, or the use of "detective" methods are condemned as unworthy of the ideals of journalism, and a reporter who uses them is likely to be discharged rather than commended for his boldness.

Avoidance of Libel. The accountability of the newspaper to the public through the courts makes the avoidance of libel an important matter. Not only is the reputation of the newspaper before the public constantly at stake, but also its property is subject to suits for libel. Constant care is necessary on the part of the reporter not to endanger the paper he represents. In case definite authority is lacking, it is customary to use such phrases as "it is alleged" or "it is rumored." Such expressions are to be used, however, only when it is impossible to give the real authority, and they are no protection whatever against charges of libel.

Scoops. The ethical standards of journalism apply not only to the relations of the newspaper to the public but also to the relations of competing newspapers to each other. They may be illustrated by the present attitude of the profession toward *scoops*.

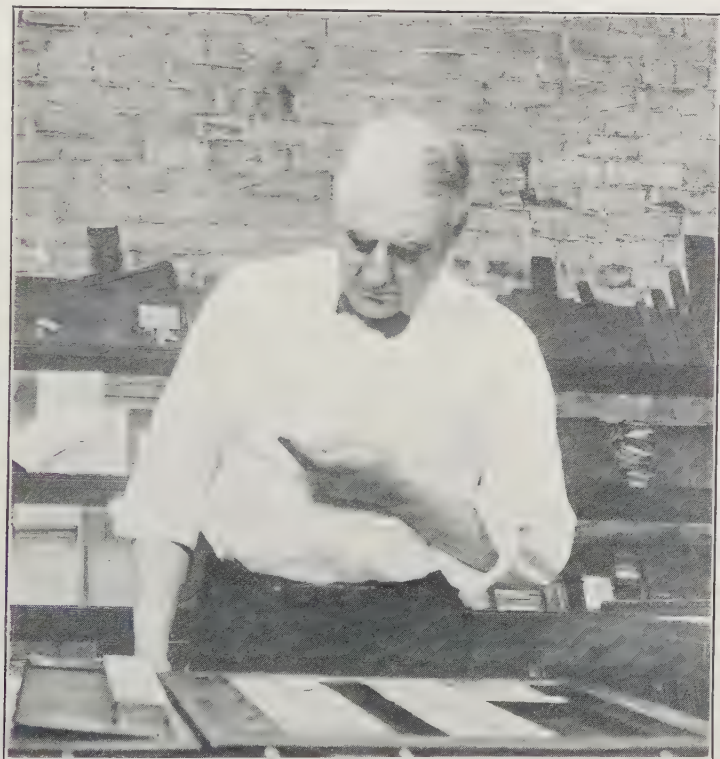
In American cities of more than 25,000 population there are usually two or more newspapers, dividing the morning

and afternoon field. While the rivalry between them is usually friendly, it is also more or less keen and has a stimulating effect upon reporting. There may be two or even three reporters on the same "beat," and while they may be good friends, they are not exactly "pals." The responsibility of the reporter to his paper, as well as his personal desire "to make good," keeps him ever alert for anything of news value that he may get into print before it is discovered by a rival. If such news is of considerable importance the reporter is credited with having made a *scoop* or is said to have *scooped* his rivals and their papers.

The making of *scoops* by reporters is not encouraged by city editors as a regular practice because of numerous bad tendencies, of which the following are typical:

- (1) The reporter may be encouraged to rush the story in without verifying the details. If the story is proved inaccurate or a *rumor* by the rival paper, the reporter has done his paper more harm than good by rushing his *scoop* into print.
- (2) The rival paper that has been *scooped* may become unfriendly, if the practice is made regular, and the value of coöperation will be lost.
- (3) The effect of *scoops* on the public is also to be considered, for the newspaper that prints a *scoop* that is later proved false or a mere rumor tends to lose the confidence of its readers.

Codes of Ethics. Many of the men that have contributed to the development of the American newspaper have expressed their high ideals for the profession of journalism in codes of ethics. Perhaps the most commonly quoted of these and one that is found in many newspaper style books is the set of "Golden Rules," prepared by Charles A. Dana for his reporters, or "bright young men," as he called them.



THE LATE PRESIDENT HARDING MAKING UP AN ISSUE OF THE
MARION (OHIO) *STAR*
(Courtesy of the Duplex Printing Company, Battle Creek, Mich.)

From the fourteen points contained in the code, the following are selected as likely to be of interest to the student reporter on the high school paper:

"Get the news, get all the news, and nothing but the news.

"Never print an interview without the knowledge and consent of the party involved.

"A word that is never spoken never does any mischief."

President Harding's Code. President Harding, who left the newspaper for the White House, posted on the walls of the editorial room of the Marion (Ohio) *Star* a simple code of ethics that represents the best traditions of American journalism. As editor of that newspaper he expressed in these sentences ideals that any reporter might hold as *worthy*:

*Code of Ethics, Written by the Late President Warren G. Harding
For the Marion (Ohio) Star*

Remember there are two sides to every question. Get them both.
Be truthful.

Get the facts. Mistakes are inevitable, but strive for accuracy. I would rather have one story exactly right than a hundred half wrong.

Be decent. Be fair. Be generous.

Boost—don't knock. There's good in everybody. Bring out the good and never needlessly hurt the feelings of anybody.

In reporting a political gathering, get the facts. Tell the story as it is, not as you would like to have it.

Treat all parties alike. If there is any politics to be played, we will play them in our editorial columns.

Treat all religious matters reverently.

If it can possibly be avoided, never bring ignominy on an innocent man or child, in telling of the misdeeds or misfortunes of a relative.

Don't wait to be asked, but do it without asking.

And, above all, be clean. Never let a dirty word or suggestive story get into type.

I want this paper to be so conducted that it can go into any home without destroying the innocence of any child.

State Codes of Ethics. Many of the states have organized press associations, an important purpose of which is to uphold ethical standards of journalism. Such codes are usually prepared by committees of representative newspaper men and adopted by the associations.

From a number of possibilities the South Dakota Code has been selected as typical and likely to be of interest to the student reporter:

*South Dakota Code of Ethics*¹

We of the profession of journalism, especially of that department which has to do with the publication of newspapers, deem it fitting that a code of ethics be set down to embody those ideals of service and that sense of propriety and honor which should imbue the motives and guide the actions of all who enter upon this profession.

This code of ethics is founded upon the basic principle of truth and justice. It is to be kept as nearly inviolate as is possible in the alignment of human aspirations with the golden rule of conduct, "Whatsoever ye would that they do unto you, do ye so unto them."

SERVICE

The profession of journalism occupies the place of an essential service in its relations to the public. Its implied contract with the reader invites trust and accepts the responsibility of dependence. To merit this mutuality of interests the newspapers owe and must give adherence to high standards and these recognized ideals of motive, heart, and conduct.

TRUTH AND HONESTY

The foundation stone of the profession of journalism is truth. Unwavering adherence to "whatsoever things are true, whatsoever things are honest," must be the constant aim of men and women who publish newspapers.

News should be an uncolored report of all vital facts accurately stated, in so far as it is possible to arrive at them.

¹ Adopted by the South Dakota Press Association in 1922. Written by a committee composed of J. H. McKeever, H. A. Sturges, Paul W. Kiser, and J. A. Wright.

Editorials should be sincere discussion based upon true statements in the premises from which honest argument may be developed by orderly deduction.

Advertising should be decent and honest in its selling intent and free from misleading or untrue statement.

FAIRNESS AND ACCURACY

The profession of journalism must be fair in all its dealings with the public. Society exists and our laws are made under a government deriving its powers from the people and depending upon their approval for its stability and continued existence.

To the end that this continue to be justly so, it is of first importance that the whole people be kept fully and fairly informed.

The printed word is the most widespread and useful medium of contact with the human mind, and the newspaper the most powerful agency for broadcasting information. Upon those who practice this profession rests the sacred duty of keeping these mighty means of communication among mankind pure at the source, undefiled of intent, and free of bias.

The profession of journalism is the greatest force in influencing human judgment. It is of first importance therefore, that judgments be formed after a fair presentation of all facts, accurately stated. This accuracy is not only to be an absence of misstatement, but the orderly presence of all the pertinent truths.

Ideals of the Public. In addition to the ideals of the journalists themselves there have been frequent statements from the public of the ethical standards that should be maintained by the newspapers.

A striking instance of such statements is found in the style book of the *Detroit News*. It consists of a number of mottoes prepared by Prof. Fred N. Scott of the English department of the University of Michigan. They were placed by the *News* upon its beautiful new building, as an expression of the ideals the public holds for the newspaper. They are an eloquent expression of worthy ideals, in the form of a tribute: ¹

¹ By special permission of the *Detroit News*.

The Ideal of a Newspaper

Mirror of the Public Mind · Interpreter of the Public Intent ·
 Troubler of the Public Conscience
 Reflector of Every Human Interest · Friend of Every Righteous
 Cause · Encourager of Every Generous Act
 Bearer of Intelligence · Dispeller of Ignorance and Prejudice · A
 Light Shining into all Dark Places
 Promoter of Civic Welfare and Civic Pride · Bond of Civic Unity ·
 Protector of Civic Rights
 Scourge of Evil Doers · Exposer of Secret Iniquities · Unrelenting
 Foe of Privilege and Corruption
 Voice of the Lowly and Oppressed · Advocate of the Friendless ·
 Righter of Public and Private Wrongs
 Chronicler of Facts · Sifter of Rumors and Opinions · Minister
 of the Truth that Makes Men Free
 Reporter of the New · Remembrancer of the Old and Tried · Herald
 of What is to Come
 Defender of Civil Liberty · Strengtheners of Loyalty · Pillar and
 Stay of Democratic Government
 Upbuilder of the Home · Nourisher of the Community Spirit ·
 Art, Letters, and Science of the Common People

High School Codes. The high school newspaper has functions so similar to those of the professional newspaper that it may very profitably adopt a code of ethics. Some of the state high school press associations have already adopted such codes. Typical of this development is the following code, adopted by the Indiana High School Press Association in October, 1925:

Code of Ethics—Indiana High School Press Association

Recognizing the privilege it has in representing the administration and the student body of the high schools of the entire state, the Indiana High School Press Association pledges itself to the following code of ethics:

1. To coöperate with the faculty in supporting all school projects and in giving only constructive criticisms to such projects.
2. To maintain at all times a high standard of sportsmanship

by avoiding personal enmity and jealousy both within the school and in inter-school relations.

3. To refrain from publishing articles concerning the school that convey the wrong impression to those not familiar with every phase of the situation.

4. To avoid unkind personal jokes, criticisms, and caricatures.

5. To give full credit for any material which is not original.

6. To be truthful in reporting news, not sacrificing accuracy to make a good story.

7. To acknowledge mistakes by frankly correcting all errors which are brought to the attention of the staff.

8. To use correct English and to strive for the best style of expression.

9. To work as a team; not for individual glory.

10. To exemplify the fact that the purpose of the paper is to be a spokesman of the school which it represents, to give accurate information, and to reflect good sportsmanship.

Practical Pointers on Reporting

1. Be courteous and tactful in your approach.

2. Be fair and impartial.

3. Be generous. Have no friends to reward or enemies to punish.

4. Be truthful. Don't juggle the facts just to make the story interesting.

5. There are two sides to a question. Get both.

6. While going after a story, don't overlook a bigger one.

7. Remember that a good story may be suggested by a casual conversation.

8. Get the facts. If necessary go back a second time.

9. If possible, get it right the first time. There may be no second.

10. Get your information from first-hand sources. Don't depend upon some one's opinion as to what happened.

11. Prepare on the subject beforehand so that you may ask intelligent questions.

12. Talk little and listen much.

13. Trust something to memory, but get the essentials down.

14. Get the correct spelling of all names.

15. Verify all quotations.

16. Report on your assignment as soon as it is completed.

17. Enlarge your sense of news values by reading the daily papers constantly.

EXERCISES

Introductory Notes. Previous chapters have given the general interest of the subject, the nature and sources of news, characteristics of journalistic style, and the essentials of good reporting. There may also have been some preliminary practice in the use of the style book. The exercises that follow involve many of the principles learned thus far. They may be varied from written to oral or vice versa at the pleasure of the teacher. The writing is confined to news items and paragraphs, longer news stories not being attempted until after a study of "Writing the News Story."

1. What is your interest in a course in journalistic writing? Make a brief statement of not more than three sentences. The information should be sincere and confidential to the teacher.

2. Clip and paste in your scrapbook short first-page stories from your local newspaper that are given prominent positions because of their news value. Write under each the kind of news value.

3. Clip from a metropolitan newspaper three or four news paragraphs that show good journalistic style. Write under each the qualities that are especially noteworthy.

4. Write a platform of principles to be run continuously on the editorial page of your school paper. The following is a good example:

THE SPECTATOR STANDS FOR

1. Better understanding, and more effective co-operation between students and the administration.

2. A high standard of scholarship, sportsmanship, and school spirit.

3. Development of good citizenship through increasing student participation in school government.

—*The Spectator*, Highland Park, Mich.

5. Write, in the form of a creed, a code of ethics that might be adopted by your school paper. Let it contain seven points. Begin each with the words, "I believe." Make use of the various codes that are to be found in this chapter, selecting such principles as may be applied to the high school paper.

6. Make an analysis of your own newspaper reading habits. State the kinds of news that appeal to you most, also the manner in which you read the newspaper. If you have no newspaper reading habits, try to account for your lack of interest.

7. Analyze the first page of the current issue of the local newspaper to determine the types of interest represented in the stories it contains. Make a list of the five stories that appeal to you most by using a few words from the headlines. In a second column, indicate in a few well chosen words the nature of the interest. Finally rank the stories as they appeal to you in point of interest. By tabulating the vote of the class, the teacher may find out which story represents best the interest of the "average reader" in the class.

8. Make a careful analysis of the contents of your local newspaper in the form of an oral or written report (the teacher to choose). Include the number of pages, various departments, evident news sources, special features, etc.

9. Make an oral or written report on the good qualities of the following "School Notes," from *The Cynosure*, Fargo, North Dakota. Note the variety of news ideas represented, the style in which they are written, etc.

The Booster Club gave the program last Friday for assembly. James O'Conner, the president, presided. Coach Petterson, assisted by "Dave" Chaney, taught the essential parts of football.

* * *

Eileen Fowler and her carload started for Wahpeton but only got part way—Hickson.

* * *

Miss Katherine McGraw '22, who is now attending the State Teachers College at Moorhead, talked to Miss Ludwig's School Methods Class of Fargo High School, Monday afternoon, on "Educative Seatwork for Beginners."

* * *

Scenes from New Hampshire, Maine, and of Niagara Falls are chief among the pictures which are being displayed in the

upper hall by Secretary E. G. Guthrie. Mr. Guthrie himself took a number of these pictures with his camera, while others are colored reproductions.

* * *

Miss Katherine Hodge, who is now at Berkeley, Calif., sent a card last week to Miss Ina Johnson complimenting this year's staff on their fine paper. She made special mention of the increased size. Miss Hodge supervised *The Cynosure* for a number of years, so she appreciates the work involved in every issue.

* * *

Miss Howard of the Commercial Department received a telegram from the Underwood Typewriter Company Tuesday announcing that Albert Tangora had won the world's typewriting championship contest by writing 130 net words per minute for one hour. The contest was held in New York City on Monday.

* * *

Florence Gregorson, who represented the *Cynosure* Annual at the N. I. P. A. convention at Grand Forks, Friday, was chaperoned by Miss Marjorie Cassell, who went to attend the Home Coming celebration there.

* * *

The pins for the members of the Girls' Advisory Board have come. Those who have not paid for theirs should do so at once. They may be secured from Ruth Hanson in the Chemistry Laboratory before 8:30.

* * *

10. Write five personals similar to those given in the previous exercise about your own school. Vary the sentence structure. Let each represent a different school interest.

11. Write ten items of general school news for the local newspaper, to be run under a weekly standing caption, such as "Technical Topics" or "Manual Minutes." The news should be less than a week old. Vary the items in both thought and composition. Do not use more than three sentences in any one item and have some in single, comprehensive sentences. Write the caption also.

12. Listen for several days for something funny to be said in one of your classes. Write it in good form for the "jokes" column of the school paper.

13. Pay close attention for about a week to the things you see and hear on the way to and from school. Select the one that seems to you to have the greatest news value and write it in a well worded paragraph.

14. The teacher will obtain enough copies of the school exchanges to give one to each member of the class. Read the ex-

change carefully and put into a news paragraph the most interesting thing it contains about the life of the school that publishes it. These paragraphs may be read aloud and criticized in class. The six best may be selected and run in the school paper under some such caption as "How Others Do It" or "How the Other Half Lives." Write your own idea of a suitable caption.

15. The members of the class will act as an "Associated Press" of school papers, each representing a different paper. Each member of the class will write in a brief news paragraph a news item from his observations or experience of the past week. The class may write these on the blackboard. Then may follow a discussion of the paragraphs in regard to journalistic style and correct English.

CHAPTER VI

WRITING THE NEWS STORY

Reporting and Writing. On the staffs of some of the metropolitan newspapers there are reporters who do nothing else but cover assignments and turn in their notes to the city editor and his assistants. The notes are then handed to trained writers, who put them into news stories. The reporters have unusual ability to get the facts; the writers have equal ability to make of them interesting stories.

The average reporter, who may be regarded as typical, comes in from his assignment or "beat" at intervals during the day and sits down at his typewriter to "pound out" his copy. Such a combination of abilities is sought in the training of news writers, both in the school of journalism and in the school of experience.

In turning his notes into copy, the student journalist will find one of his best opportunities for practice in purposeful writing.

The News Story. The use of the term "story" is peculiar to the newspaper office. When the reporter gets a "tip" on some unusual situation, he may express his enthusiasm by saying, "That will make a great story!" To most people it would not seem much like a story but more like bits of information. To them a story is an interesting narrative with a setting and a climax, and it is usually fictitious. Such a story proceeds from point to point in time order, with increasing suspense until it reaches the climax or the dénouement (unraveling).

Sometimes the story writer varies the time order of the "chronological" narrative, to obtain a more interesting beginning. Starting with a point of high interest, he chal-

lenges the attention of the reader at once, and then goes back to the details which preceded the opening in point of time. Such a narrative is called a "reverting narrative." Assuming that there are five elements of interest, or points of time in a narrative, we may distinguish the two types of literary composition thus:

Chronological: A, B, C, D, E.

Reverting: B, A, C, D, E.

Two Types of News Story. With the literary story as a basis of comparison, the reader of the newspaper will find upon even a hasty analysis of newspaper stories that they are of two distinct types.

The first is the conventional news story, presenting timely events that are in themselves of great interest, though, of course, more interesting if presented in a readable style.

The second is the commonly called "human interest" or "feature" story. The incident it contains has little, if any, news value, but it is interesting because of the style in which it is written.

Occasionally there may be found in the newspaper a third type of story, which is really just a combination of the two types already mentioned. It contains an incident of news value but lends itself to literary treatment. It is written in chronological order, with suspense and climax. The reader follows it through to the last word, interested as if by a bit of charming fiction.

Such a story is rare, of course, but it is a great story and a real opportunity for the journalist who has literary talent. The "human interest" story may be considered rare, too, in comparison with the bulk of the stories that are found on the first page of the newspapers and the continuation pages. It is the first type, the conventional news story, that concerns the average reader, as well as the reporter, and for that reason

it is given first consideration, the "human interest" and "feature" stories being reserved for a later chapter, as special types.

Told Three Times. The conventional news story differs from the literary story in form as well as subject matter. It is really three stories, or the same story told three times, as follows:

- (1) The headlines give the gist of the story for the benefit of rapid readers and advertise it to more leisurely readers.
- (2) The lead (pronounced "leed") contains a summary of the story in a comprehensive form in the opening paragraph or paragraphs.
- (3) The body starts at the beginning of the story and gives all essential details.

The three distinct parts of a news story are illustrated by a typical story from the New York *Times*:

THE FRANCE IN PORT AFTER STORMY TRIP

A Hurricane Off Plymouth and
Another Off Grand Banks
Enlivened Voyage.

PASSENGERS GLAD TO LAND

Colonel Thomas Miller, Alien Property
Custodian, Among 295 Arriving
on the Liner.

} Headlines

The French liner *France* arrived yesterday afternoon with 295 passengers after passing through two fierce hurricanes with sixty-foot seas, during which the piano in the first-class dining saloon was wrecked. Some of the passengers sustained bruises through falling about the decks and cabins, but no one was seriously injured. They were all glad to land.

} Lead

Captain Louis Roch, the master of the *France*, said it was blowing hard when the ship left Havre on Saturday afternoon, Jan. 3, and by midnight off Plymouth the storm had increased to the force of a hurricane.

"We tried to enter the harbor," the captain continued, "but the ship would not answer her helm within a degree on either side. The entrance is very narrow and there was a warship ahead of us also trying to get into port. The wind and sea were the worst that I have experienced in the English Channel or the Bay of Biscay, both noted for their stormy weather.

In consequence, we had to anchor outside and go in to take the fifty passengers from the tender on Sunday morning when the weather had moderated."

The passengers on the tender spent the night tossing up and down on the angry sea.

From Sunday until Wednesday the weather was not so bad for the season of the year, Captain Roch said. About 9 P. M. Wednesday, the barometer began to drop rapidly from 30.04 down to 28.46 inches at 11 o'clock. Then, the second hurricane struck, at a velocity of more than 100 miles an hour. Heavy seas came thundering over the bow. The wind awoke all the passengers who had gone to sleep after the concert. It caused the ship to list heavily to port.

Body

The captain said the ship listed twenty degrees at most when she was running broadside to the wind, but this appeared to passengers a great deal more. "For fourteen hours, from midnight until 2 P. M. Thursday," the captain said, "we did not make more than six knots. I had to take a southerly course and lost 150 miles."

Among the other passengers was Colonel Thomas Miller, alien property custodian, returning from a four weeks vacation in Europe. Jean Menard, a French exporter of briar wood, was another passenger. He said that because of a long dry spell in Algeria the supply of briar root had been cut down, and the price of pipes would be higher next Spring.

The captain of the American and Indian liner *City of Bombay*, which arrived in Quarantine late last night from Calcutta, reported passing through a hurricane from Jan. 6 to Jan. 8 with seas between fifty and sixty feet high, which smashed in his craft's superstructure and carried away three lifeboats.

Order of Writing. A further peculiarity of the conventional news story is the order in which the parts are written, which is as follows:

- (1) The lead.
- (2) The body.
- (3) The head.

It will be seen that the part that appears first in the column in the printed story is really last in the writing process. The reason for this will become apparent after a brief analysis.

Taking his notes as a basis, the reporter starts his story in the middle of the sheet, reserving the upper half for the headlines, which he will write later, or which may be written for him by an expert headline writer. In the opening paragraph or paragraphs, commonly called the "lead," he puts the "big idea" or "feature" in brief form, along with a condensed summary of the important points of the entire story. Then he starts at the beginning and tells the whole story in as much detail as is justified by its interest or importance. Perhaps the length of the story will be determined arbitrarily by the space assigned to it by the city editor. Having completed the story, the reporter will proceed to write the headlines or turn it over to the headline writer.

The Conventional Lead. To the news writer, the lead is the distinctive part of the story, although to many readers the headlines may seem more striking. The lead comes first in the story proper, yet the conventional lead cannot be said to be an introduction as it does not merely lead into the story. It is complete in itself, so complete, indeed, that it may be separated from the head that precedes it and the story that follows it and still form a distinct unit of thought. It usually contains all the essentials of the story and for that reason is called the "summary" or "comprehensive" lead.

Paragraph and Sentence Length. The length of the lead varies with the importance and length of the story. In a short first-page story it is usually a single paragraph; in a longer story it may be two or three paragraphs. In practice writing the student journalist may assume that the lead is a paragraph, ranging from short to medium in length.

The sentence length of the lead is a matter on which it is hard to generalize. While the sentence type that prevails in the body of the news story is usually comparatively short, the type used in the lead, particularly the "comprehensive" lead, is frequently very long, one sentence being as long as a whole paragraph in the body. Such a sentence is usually so skillfully constructed as to justify its extra length by its compactness.

The following lead, from a news story in the *Indianapolis Star*, shows a whole paragraph in a single sentence. The sentence is so well constructed and so expressive that there is no objection to the length:

The dismal "moo" of a lonesome cow in the vast emptiness of the big cattle barn, a drift of trodden-upon advertising pamphlets lately passed out by some hopeful salesman, stretches of hard beaten earth where, a week ago, the lawnmower was required to keep the grass down—these, and a wide and pleased smile upon the face of William M. Jones, secretary-treasurer of the state board of agriculture, were all that remained yesterday of Indiana's seventy-first annual state fair.

In rather rare instances the lead may open with a short sentence or even a single word, the effectiveness being due to the contrast with the prevailing type. Short sentences may also be used with long ones to obtain emphasis by contrast and avoid too great complexity.

The following International News story opens with a short, striking sentence. To such an effect is applied the term *astonisher* lead:

MINNEAPOLIS, Minn., Feb. 21.—(I. N. S.)—John Wilkes Booth escaped.

This was admitted today in Minneapolis by his niece, Blanche Booth, breaking the sixty-year silence of the Booth family regarding the fate of Abraham Lincoln's slayer.

Tone in Lead. The tone of the news story may be suggested by the lead. If the story is humorous, or pathetic, or tragic, the keynote may be struck in the opening sentence. Ordinary matters of routine interest contain little or no tone, but there are at least occasional opportunities for the news writer to give the tone of the story in the lead.

In the following Universal Service story, the tone is surprise. The keynote is struck in the opening sentence, the mood being indicated by the punctuation—the dash and the exclamation point. The interest aroused by the lead is well maintained to the end of the story:

M'CORMACK PLAYS AS ACCOMPANIST FOR GLORIA CARUSO

Famous Tenor Pledges to Serve Little Singer for Life.

LONDON, May 24.—(Universal Service)—John McCormack—accompanist for Gloria Caruso! If the world-famous tenor's predilection for practical joking can be forgotten, this is the role he has undertaken to fulfil wherever and whenever the tiny daughter of Enrico Caruso commands him to appear.

"It was just before sailing from New York," McCormack told me to-day. "Mrs. Caruso asked me if I would like to hear Gloria sing, adding that the child had been promised an apple if she would consent. Although her mother was sure Gloria would be terribly afraid, she wasn't a bit. But when I began to coax her to sing she refused point blank, saying, 'Gloria won't sing until she has apple.'"

Given Reward in Advance.

"So her mother had to give her the reward in advance. After the child had eaten it, she next insisted that I accompany her on the piano. Up to this time her mother had not allowed her to have a piano accompaniment. But by rare good fortune I

knew the nursery tune she said she would sing, and played it while she sang.

"At the conclusion of the performance I faithfully promised to accompany her as long as I live, if she says the word. She is the image of her father, and has the habit of wrinkling her face and making funny faces exactly as he did."

The Feature. In every news story there is likely to be one "high spot" that will serve as the "feature." It is given special prominence by being "played up." To determine the feature, the reporter will have to pay special attention to the situation that gives him the story, to observe the thing that has in it the greatest natural interest.

Typical Leads. The opening ideas commonly contained in the lead are spoken of as the five *W*'s and may be indicated briefly thus:

1. The person—Who?
2. The incident—What?
3. The place—Where?
4. The time—When?
5. The reason—Why?

A sixth idea, *how*, is recognized by some authorities. There may be others, but the *W*'s are easy to remember.

A study of typical leads from representative newspapers will illustrate the possibilities from the thought side:

Joseph F. Rock, famous plant explorer and leader of the National Geographic Society's Yunnan Expedition, whose narrow escapes from bandits along the China-Tibet frontier were reported in cable dispatches a few months ago, arrived in Washington recently.

"Who" lead

London, Feb. —A mill boy who worked his way up to the position of Professor of Comparative Philology at one of the world's most famous universities has just retired from academic life at Oxford.

"Who" lead

By Associated Press.

SPRINGFIELD, ILL., February 12.—Pilgrimages from all parts of the Middle West today brought thousands of persons here to celebrate the 116th anniversary of the birth of Abraham Lincoln in the city where he spent much of his life and where he is buried.

"What" lead

A plan to broaden the vocational education of apprentices in various trades is being worked out by Lewis W. Rader, assistant superintendent of instruction of the Board of Education. It contemplates taking over by the board of the first two of the four years of apprenticeship now taught by the trades union schools.

"What" lead

POUGHKEEPSIE, N. Y., June 21 (A. P.)—Along the placid lanes of the Hudson, from Crum elbow, to a point a mile below the lofty cantilever railroad bridge, seven cedar shells will sweep their way late to-morrow afternoon in a Jasonic quest for the golden fleece of college rowing supremacy.

"Where" lead

BEGINNING promptly at 9 o'clock, Monday morning, schools of the city began besieging The Birmingham News with huge loads of tinfoil in celebration of tinfoil day conducted for the benefit of the Jefferson County Anti-Tuberculosis Association.

"When" lead

Last night's rain was too much for the Hawthorn tennis courts and the morning play today in the city tournament was postponed. There was a chance to play this afternoon in case the sun decided to get in some good licks.

"Why" lead

Variation of Grammatical Construction. The opening sentence is such an essential part of the lead and the whole news story that it deserves especial care from the form as well as the thought side. Just as there is a variety of ideas that the

reporter may "play up as features," so there is a variety of ways in which these ideas may be expressed. A knowledge and use of the wide range of possibilities in grammatical construction gives the pleasing "spice" of variety to the style. The constant use of a few constructions by the reporter causes him to fall into a rut of monotony.

For instance, take the participial phrase. This construction is one of the most commonly used to open leads. It is really very serviceable because it starts off so smoothly and picks up speed so gradually but rapidly that it has the effect of the starting of a locomotive by an experienced engineer. It is, indeed, so serviceable that reporters have to check themselves from using it to the exclusion of all other grammatical constructions.

List of Grammatical Constructions. It is unnecessary to illustrate the various grammatical constructions the reporter may use in opening a lead, as the student will easily find them in the newspapers. The following list is given for reference and should be reviewed frequently while writing news stories:

- (1) Subject of the sentence.
- (2) Participial phrase.
- (3) Prepositional phrase.
- (4) Infinitive phrase.
- (5) Subordinate clause.
- (6) Substantive clause.
- (7) Imperative statement.
- (8) Direct question.

The Body of the Story. The lead in a news story is so important a part of its success and is often so difficult to write that the reporter has reason to feel pleased if he thinks he has a good one. His task is not completed, however. When the story appears in the newspaper, the head will attract

the attention of the reader; the lead may satisfy the interest aroused; or it may result in an interest so great as to demand every bit of material the reporter has in his notebook. Having been successful in the lead, the reporter loses his opportunity if he does not sustain the interest through the body of the story.

The body of the story is written in journalistic style, which has been treated in some detail in Chapter IV. The practice work so far has been confined to news items and paragraphs until a study of the lead could be introduced. All that was learned about journalistic style at that time can now be applied to the writing of the body of the news story. By way of review, the essentials of journalistic style may be restated as follows:

- (1) Accuracy.
- (2) Speed.
- (3) Clearness.
- (4) Simplicity.
- (5) Terseness.
- (6) Interest.

Arrangement. The method of arranging the details of the body of the story will depend upon the nature of the material and the purpose at hand. In general there are three methods, corresponding to the three forms of discourse commonly found in news stories.

Chronological Order in Narration. Most news stories have in the details a natural time sequence that suggests narrative treatment. The natural method of organizing the material is to arrange it in chronological order, starting in the first paragraph of the body at the beginning of the story and continuing on to the end.

The following story from the *Atlanta Constitution* illustrates the *chronological* method:

Miami Beach, Fla., February 22.—After drifting helplessly for more than five hours in a disabled boat in the gulf stream, John McCormack, the Irish tenor, was rescued shortly before dark Sunday.

The famous singer's nerves were badly upset by the harrowing experience and he was rushed to his hotel.

McCormack, accompanied by George F. Aitken, of New York, and William Vernon, of Pittsburg, left Miami early this morning on the chartered boat Editha for a fishing trip.

Shortly after noon the boat's engine failed and the craft, a 20-footer, was tossed into the trough of the gulf stream and carried out to sea.

The Captain Bill, operated by Captain William Newmann, returning from a fishing cruise, sighted the frail craft and after much difficulty managed to reach it with a line and towed it into port.

The boat had been adrift more than five hours when the rescue was effected.

At the Nautilus hotel Sunday night, it was said, aside from shattered nerves, none of the party had suffered injury.

Space Order in Description. The details of the news story may not be related to each other by the time element but may suggest a picture. In that case, the writer's purpose is carried out by description rather than narration. Unless there are distinct points or periods of time the chronological method will not serve. The space order, common to description, is suggested. Details follow one another according to their nearness to each other, each adding to the vividness of the picture. The purpose is not only to let the reader know what happened but also to help him to visualize it.

The following from the Philadelphia *Inquirer* may be taken as typical of the use of *space order in description*:

The work of restoration completed, Faneuil Hall, the "Cradle of American Liberty," now stands as at first in simple dignity and beauty, says the Christian Science Monitor, the soft mellow red of the bricks admirably set off by the cream trimming of its woodwork, while the fresh gilding of the dome on the old belfry, with its copper sheathing and grasshopper weather vane, gleams brilliantly where before the dome was darkened with the green-black of corroded, smoke-stained copper.

The many coats of unsightly yellow paint obscuring the brick walls have been removed by the sandblast method, crumbling bricks have been replaced by others especially made to match

the original, and the whole of the brick work has been repainted and waterproofed. The window frames and casings have been restored, new casings and frames being called for in many cases, and painted white. Crumbling stonework has been replaced. The old dilapidated canopy of wood and canvas has been torn away to make room for the new canopy of steel and concrete construction.

The dome, with its grasshopper weather vane of sheet copper, is the work of Shem Drowne, made famous by Nathaniel Hawthorne's story, "Drowne's Wooden Image," one of the "Twice-Told Tales."

Logical Order in Exposition. While most news stories come under narration or description, or a combination, there are a few that belong to exposition. They are more abstract than narration and description and do not tell a story or create a picture. The purpose is to make clear a situation by explanation. The method is, therefore, that of exposition. The details are arranged in logical order, so that the situation may become increasingly clear.

A story from the *Louisville Courier-Journal* illustrates the use of *logical order*:

New York, Feb. 22 (AP)—Simon Guggenheim, mining magnate and former United States Senator from Colorado, has given, as a preliminary gift, \$3,000,000 to the John Simon Guggenheim memorial foundation to endow the fellowship for advanced study abroad, it was announced tonight.

The fellowship, to be awarded on a programme even broader than that of the Cecil Rhodes scholarships, will be a memorial to Mr. Guggenheim's son, who died in 1922 while preparing for Harvard.

The announced purposes of the foundation are:

To improve the quality of education and the practice of the arts and professions in the United States, to foster research and to provide for the cause of better international understanding.

The Guggenheim scholarships will be open to men and women, married or single, of every race, color and creed. Any subject may be studied in any country in the world. There are no age limits, although, since the scholarships are intended for those who have shown marked ability in their particular subject, it is expected that most appointees will be between 25 and 35 years old.

The principal obligation for those receiving fellowships will be that they shall produce contributions to knowledge in their special subjects and that they shall make the results of their studies publicly available.

“Padding” the Story. The experienced news writer employs his style to make an interesting story of what would seem to the beginner a rather small number of facts. The latter will be tempted to “pad” his story by introducing nonessential details or writing at length.

The student writer may easily acquire a “padding” habit. Needing a certain number of stories to fill the first page or to give the heads for the top of the page, he will gain the desired length by a wordy treatment of the material. Like the professional journalist, he should realize from the beginning that the length of a story is determined primarily by its importance and secondarily by the amount of material the reporter has in his notebook.

It is assumed always that there is more news than the paper can accommodate and that every story should be written in concise form.

School papers are much inclined to “padding.” Often they show an apparent desire to make a column story out of any news situation. This is bad journalism in two ways. The small story is given undue importance by “padding” and the important story is not recognized by greater space. The former story should be cut down to give room for another story; while the important story should be given more space by continuing it to the next page if necessary.

Editorializing. As stated in the chapter on “Journalistic Style,” the American conception of journalism does not permit the reporter to comment on the facts. It is his business to tell what he sees. Interpretation of the news is left to the editorial columns. Those who want it will go there to find it. The majority will prefer to form their own opinions from the news columns, and it is an important function of the newspaper to furnish a basis for such opinions.

The Cut-Off Test. A test of the proper form of a news story is the “cut-off test.” It applies especially to front-

page stories, in this manner. The "make-up man" may have a certain desirable effect in mind that makes it necessary to put a story in a space an inch or two smaller than the type would occupy when it comes from the linotype machine. In order to crowd it into the space he will not hesitate to leave off the last paragraph or several paragraphs.

The news writer's problem then, in organizing his material, is to arrange it in such a way that paragraph after paragraph may be "whittled" off his story without losing any vital part. Of course, it is to be assumed that any paragraph is of some importance or it would be omitted by the writer.

The following typical news story from the New York *Times* shows how the cut-off test may be applied:

YACHTS START RACE AROUND CAPE COD

Six Schooners Leave New London for Marblehead in Quest of Vanderbilt Cup.

Special to The New York Times.

NEW LONDON, Conn., June. 21.—Despite poor racing conditions off this port today, six schooners started on the race around Cape Cod to Marblehead for the Vanderbilt Trophy, a distance of 195 nautical miles.

The start was made at Sarah's Ledge bell buoy, outside the mouth of the Thames, soon after the start of the Bermuda Ocean race, the schooners being sent away at 4 o'clock Daylight Saving Time. The starters were Charles L. Harding's *Wildfire*; *Queen Mab*, flagship of Commodore Nathaniel Ayer of the Eastern Yacht Club; *Irolita*, E. Walter Clark of Philadelphia; *Flying Cloud*, Winthrop W. Aldrich; *Shawna*, Dr. Seth Milliken, and *Water Witch*, Arthur Winslow.

Queen Mab has two legs on the Vanderbilt trophy and should she win this race her owner will become permanent owner of the cup. *Wildfire* and *Irolita* both gave time to *Queen Mab* in the race.

If present light weather conditions prevail the schooners probably will not finish at Marblehead before late tomorrow night.

Closing the Story. In stories of considerable length the closing paragraph is a simple matter. By the "cut-off" test it is limited to details of no great importance, since it may be omitted entirely. As a rule it contains some outcome or future possibility.

The following are typical closing paragraphs of news stories, written with conventional leads:

The police towed the boat to their station at Penn Treaty Park, where they are holding it awaiting the purchaser's orders. They pronounced the boat unsafe.

All of the goods in the store were completely destroyed. The loss is estimated at over \$25,000. The origin of the fire is a mystery.

The case was taken under advisement.

"The Moral Tag." About the most serious offense that can be committed in closing the news story is the use of what has been called the "moral tag." It is a form of editorializing whereby the writer adds his hopes or fears, which have no place in a news story.

Such endings are very frequent in high school papers. Perhaps the student feels called upon to express his attitude because of his serious interest in the situation. As a matter of journalistic style it would be much better to omit such comment altogether. An editorial might well be written to carry the comment.

The Unconventional Lead. While most news stories have a *comprehensive* or *summary* lead, variety is found in a form known as the *unconventional* lead. Such stories begin with striking ideas that arrest the attention and draw it into the body of the story. There is the element of suspense that is commonly found in fiction. Indeed, such a news story is developed much as if it were a short story.

Judgment as to when it is desirable to use an unconventional lead is the result of experience, as is also the ability

to write a news story in the manner that follows an unconventional lead.

The high school student will find a knowledge of the unconventional lead adds pleasure to his reading of the newspaper. As an exercise in journalistic writing it may well be postponed until he has learned how to write the conventional summary lead. This may mean to postpone it indefinitely.

As a matter of interest in reading, then, more than for practice in writing, the following illustrations of the unconventional lead are given. The possibilities of the unconventional lead are almost unlimited. Almost any device that will attract the attention and draw it into the story may be used.

WINTER IN SUMMERTIME

CHICAGO, WITH 37 DEGREES, CAN
HARDLY BELIEVE CALENDAR.

Other Points in North Mississippi Val-
ley Also Feel Chill, With Wind
Biting But Dispelling Frost
—Slight Snowfall.

CHICAGO, May 24.—This lovely month of May today proved that she could be as fickle as her predecessor, April, which always has had a bad reputation.

Snow flurries and chill, biting, blustery winds sent the mercury into a nose dive down to 37 degrees and set the day down as the coldest May 24 Chicago has ever known.

Reports received early tonight at the weather bureau indicated Chicago did not suffer alone. It was stated the whole North Mississippi Valley was affected more or less and that the country parallel with Southern Illinois, where it still was quite warm, also was due for a little visit from the north winds.

Old Boreas slapped Chicago down with a sudden temperamental swoop from 4:40 o'clock Friday afternoon, when the thermometer said 94, making the day a record breaker for the heat, until 3:20 o'clock Saturday, when the first bit of cold breath descended.

—Kansas City Times.

Tear Gas Bomb Routs Yeggmen In D. S. R. Office

**Get Only Smarting Eyes on
Return Visit to Oft-
Robbed Safe.**

A yegg's lot is not always a happy one.

Two bright young men got up early Tuesday morning to relieve the department of street railways of the loose cash kept in the safe of the office at Hamilton and Metzger avenues, Highland Park. The spot was a good one, as the yeggs had found on three previous occasions, when the much battered cash container had yielded several hundreds of dollars.

But apparently the department had tired of buying new combinations for the safe. So officials prepared a little surprise, conceived along the best lines of modern warfare, for the next visitors.

With a heavy hammer the yeggs knocked off the combination. They were not altogether astonished to find that a second inner lock had been installed and, nothing daunted, they commenced to deal with it. Inserting a steel probe they worked it about in the hope of destroying the mechanism.

But there was more than mechanism there. The officials had placed a tear gas bomb in position and this the yeggs exploded. Tears soon were streaming from their eyes. They retreated, having decided rapidly that such a safe was best left alone.

—*Detroit Free Press.*

NATION'S EYES ON GREAT BEE

**Movies and Radio to Follow
Dramatic Word Battle at
Coliseum Tomorrow.**

GROESBECK IS MODERATOR

By PED A. GOGUE.

"Ladies and Gentlemen: I present to you a Champion of Champions, the champion speller of Metropolitan Detroit—"

Tomorrow, under the dome of America's largest roofed show-house, a little boy or girl will stand in the center of the big

platform before thousands of persons while Gov. Alex J. Groesbeck, moderator of the Metropolitan Spelling Bee, proclaims him or her the champion of all the 268,000 spellers who have competed for this supreme honor.

It will be a dramatic, thrilling battle, this exciting contest between 70 picked spellers, chosen from among the 400 schools in the territory within 25 miles from Detroit's City Hall, for the championship of Metropolitan Detroit and the honor of representing this City in the National Spelling Bee in Washington. And it will be a hard-fought, determined battle, for behind the eager smiles of the contestants are four months of diligent, painstaking preparation for this supreme event.

LIKE OLD-TIME BEE.

As in the spelldowns in the rural district schools a generation ago, the "district" officials will have charge of the Metropolitan Spelling Bee at the State Fair Coliseum tomorrow. Gov. Groesbeck will come here from Lansing to act as moderator, and with him will come Thomas E. Johnson, state superintendent of public instruction, to act as director and chairman of the board of judges. Frank Cody, superintendent of the Detroit public schools, will be the schoolmaster.

Preceding the great event, old-time music will be played by the Cass Technical High School band, under the direction of Clarence Byrn, conductor, and the thousands of spectators will be led in old-time school songs by Fowler Smith, first assistant superintendent of music in the Detroit schools. Then the massive Coliseum, thronged with people, will become hushed as the final contest in the great spelling bee which The News has been conducting for four months gets under way.

—*Detroit News.*

Writing the Story. The method of writing a news story to follow an unconventional lead is quite different from the process outlined for the conventional. It is essentially that of the short story. After the attention has been secured by the lead, the story is developed chronologically with increasing suspense, the story closing with the climax or dénouement (unraveling). The final paragraph, unlike that of the conventional news story, may be the most important of the whole story, if the interest is sustained to the very end. The "cut-off test" will not apply, since the final paragraph may contain the point of highest interest. The make-up man must have a care, and for that reason he would

not be likely to favor unconventional leads in a large proportion.

News Stories from High School Papers ¹

CLASSES TO DESIGN AND EXECUTE ALL SCHOOL COSTUMES

Art and Drama Departments Install New Course This Week

HALF CREDIT GIVEN

Miss Angood, Art Teacher, and Miss Stockard To Be in Charge

Designing and making of costumes for Central high school performances is the purpose of the two new classes formed under the direction of the art and dramatics departments yesterday morning. Miss Mary Angood is in charge of the designing and color effect class which will meet at 8:00 in room 249, and Miss Chloe Stockard's class which meets in room 38 at the same time will work in cooperation in the execution of the making of the costumes.

Idea Is National

"If these classes which are found in large high schools all over the United States are successful," says Miss Stockard, "they will also become part of Central's curriculum."

The value aside from giving service to the school to be gained from this course in costume making and designing is the knowledge of lights, colors, and materials. It is one of the highest paid professions, according to Miss Lena May Williams.

New Teacher in Charge

Miss Chloe Stockard, who heads the making of the costumes, has had previous experience in that line, having conducted costume making at the Boise, Idaho, high school.

Miss Angood has taught art in Central for four years.

¹ The stories are set in a modified form, to accommodate them to the page of the text.

Credit Is Given

One half credit will be given for this course which ends at the beginning of the second semester. A knowledge of sewing and the ability to handle a needle are the only requirements for enrolling in Miss Stockard's class.

According to letters received at the office, the idea is not new, for such schools as Los Angeles, Calif., Chicago, East Des Moines, and many other schools much smaller have carefully worked out systems where the departments of art have home economics and dramatics combined to give the pupils this valuable training.

—*Weekly Register*, Omaha Central H. S., Omaha, Nebr.

ANNUAL FORUM-SENATE DEBATE WILL BE HELD IN AUDITORIUM DECEMBER 5

If Forum Wins Contest, Loving Cup
Offered in 1919 Will Be
Awarded Club

The Forum and Senate Debating Societies, of Central High School, will hold their annual debate in the high school auditorium December 5th, according to the challenge made by Francis Dowd, of the Senate, and accepted by James Throckmorton, of the Forum. The question to be debated is: Resolved, That all immigration to the United States should be prohibited for a period of five years. The Senate will take the affirmative and the Forum the negative side of the question.

No Debate Last Year

The two societies were unable to hold their debate last year because the day selected was too near the end of school, making it impossible to hold the debate.

Harold Graham and John Bernays compose the Forum team, with Kenneth Hoffman as alternate, while Francis Dowd and Bryan Tabor, with William Gotcher as alternate, will represent the Senate.

In 1919 a silver loving cup was offered to the club winning three successive debates. Since the Forum has won for the past two years the debate will be hard fought by both teams. If the Forum wins this time they will be awarded the silver loving cup.

—*The Scout*, Central H. S., Muskogee, Okla.

LETTER AWARDS ARE GIVEN TO 14 HONOR STUDENTS

June Graduation Class Is Headed
by Jean Webb and
Rolf Fjeldstad

MOST REPRESENTATIVE
STUDENT, HUGO ANDRE

Dr. H. O. Ryder, Hamline Profes-
sor, Gives Presentation
Address

"In order to be an ideal man and scholar, a person must be developed physically, mentally, socially, and spiritually," said Dr. H. Osborne Ryder, professor of Latin, Hamline University, in his address before South High students during the scholarship day program, May 15.

"If a man is developed mentally only, he is a fossil. If he is developed just spiritually, he is a fanatic. If he is developed socially only, he is a dandy or a 'sheik.' If he is developed just physically, he is a brute," said Professor Ryder.

"Today we pause to commemorate the achievements of the honor students, and more than that, to congratulate them for their higher achievements so that other students will emulate their example. We wish them to go forth into college and to achieve greater honors in the university of life," concluded the speaker.

Armona Shanahan, president of the Torch Bearers Club, presented the names of Jean Webb, valedictorian, and Rolf Fjeldstad, salutatorian, which were inscribed on the Torch Bearers Scholarship trophy.

In the presentation of the Musketeers service cup, Rolf Fjeldstad, vice president, announced that Hugo Andre was elected by the club as being the most representative student in the June graduating class. The choice was made with the consideration of scholarship, character, service, and self-sacrifice. Hugo's name is inscribed on the cup bearing the names of Malvin Nydahl, June, '24, and Kenneth Fritzell, January, '25.

Principal Joseph Jorgens awarded scholarship letters to the following students for maintaining a high record throughout their high school years: Rolf Fjeldstad, Jean Webb, Alice Whissemore, Tom Tyra, Dorothy Thompson, Naima Steven-

son, Russell Sather, Ruth Olson, Karleen Fawcett, Harold Erickson, Carol Eck, Louise Brown, Ralph Carlson and Hugo Andre.

The singing of "Alma Mater" by the assembly concluded the scholarship day program.

—*The Southerner*, Minneapolis, Minn.

COMMENCEMENT WILL CLAIM 27 CLUB PRESIDENTS

Executive Council Loses 6 Members; Student Head to Graduate

CHIEFS OF TWO HONOR CLUBS GO

Glee Clubs, Band and Orchestra Also to be Depleted

Twenty-seven of the 32 clubs in East Technical are to lose their presidents at Commencement this June. Besides these, the presidents of the band, orchestra, Student Council, and five other Executive Council members are to be graduated.

Charles Hartman, president; Helen Baldwin, vice president; Ruth Richter, secretary; and Joseph Toth, treasurer; are the officers of the Council who are to leave this semester. Other members of the Executive Council who are to be graduated are Helen Toma and Flossie Solle.

Forest Marble, president of both the Pepigram and Radio Clubs; George Loughner, of the Printers' Club; Henry Studier, president of the Skaters' Club; and Art Whitaker, president of the Aggies' Club, are among those claiming diplomas.

The Palladium and Scarabæan Honor Societies are also to be deprived of their presiding officers, Phœbe Runion and Ervin Gloor.

Musical organizations are also to give up their chairman, since Guy Boswell, president of the Boys' Glee Club; Verna Gilmore, president of the Girls' Glee Club; Lydia Ilse, president of the orchestra, and Charles Mason, president of the band, are also to be graduated.

Other clubs which will have to elect new heads next term, and their present presiding officers, are: The Broadway "Hi-Y," Stewart Grant; East End "Hi-Y," Joe D. Govan; A. L. L. O., Hilda Kilmer; Alchemia, Maurice Schramm; and the Big Four, Elmer Stevens.

Both the Girls' and Boys' Gym Captains are losing their chief officers.

—*The Weekly Scarab*, East Technical H. S., Cleveland, Ohio.

Practical Pointers on News Writing

1. The test of a good lead is its ability to promote rapid reading.
2. Do not defeat the purpose of the lead by overcrowding.
3. Play up the feature in the lead.
4. Use the summary lead for most stories.
5. Vary the grammatical construction in the lead.
6. Be careful not to overwork the participial lead.
7. Do not use the "where" and "when" leads unless the place and time are really important.
8. Follow a long sentence by a short one to give variety and preserve balance.
9. Do not begin with nonessential details.
10. Avoid the too frequent use of the articles *a*, *an*, and *the* in beginning the lead. They are not objectionable in themselves but may be used so often as to become a habit with the news writer.
11. Numbers as figures should not be used at the beginning of the lead. They may be spelled out thus: "Five thousand people," etc. As figures are usually more expressive than words, it may be desirable to use them. In these cases they may be preceded by such words as "fully," "nearly," etc., thus: "Fully 5,000," or "Nearly 5,000."
12. Don't become mechanical. Don't think too much about ideas and grammatical constructions. You may forget to be interesting and defeat your very purpose.
13. Don't pad your story. Write only as much as the interest warrants.
14. Try to make your story interesting as well as accurate.
15. Make clear in the opening paragraph of the body that the story is reverting to the beginning.
16. Decide whether your purpose is to tell a story (narration), paint a picture (description), or give an explanation (exposition).

17. Remember the "cut-off" test. Get the important details in as early as possible.

18. Don't editorialize in the news columns. Save it for the editorial page.

19. Cultivate the impartial point of view. Write what you see and hear—not what you think and feel.

20. Use reference books frequently to verify facts.

21. Pay particular attention to the spelling of names.

22. Have a good dictionary at hand and use it.

23. Develop the story in a simple, straightforward style.

24. Finish the story without comment or moralizing.

25. Read the story over to see if it conveys the meaning you intended.

26. Correct your own mistakes. Don't depend on the censor or the proofreader.

27. Give full credit for copy taken from other publications. "Exchange" is not sufficient.

28. Try each time you write to improve your style.

EXERCISES

Introductory Note. All news stories included in these exercises should be written without headlines, that part of the process being postponed until after the study of the chapter on "Writing the Headlines." These stories may be started in the middle of the sheet and the headlines written later, for additional practice in headline writing. It is assumed that they are to be written as if they are to be published in the school paper, according to the instructions and rules given in the style book.

1. Analyze these two newspaper stories carefully. The first has a conventional lead; the second, an unconventional lead. State in detail the differences to be noted in the two methods of treatment. The first story is given in full; the second, in part.

River Speedboat Beats Twentieth Century Limited

**Gar Wood Drives Craft Down Hudson, Albany
to New York, in 2 Hours, 58 Minutes**

NEW YORK, May 26 (AP).—Gar Wood, driving his motor speed boat Baby Gar IV, today beat the time of the crack Twentieth Century Limited between Albany and New York City.

Wood's time between the railroad bridge at Albany and the Columbia Yacht club at Eighty-sixth street, Manhattan, was given out by the official observer in the boat as 2 hours and 58 minutes. The Twentieth Century's official time between Albany station and the Grand Central terminal is 3 hours and 10 minutes.

The first section of the Twentieth Century Limited arrived in New York at 9:30, completing the trip from Albany in 3 hours and 39 minutes.

Officers of the New York Central issued a statement after Hoyt's successful race against the train's time that the Twentieth Century Limited would not enter into a race. The train would adhere to its regular schedule at all times, they said.

The train's time was thirty minutes behind its ordinary running time for this trip because it had left Albany forty minutes ahead of its usual schedule and was compelled to "loaf" on its journey to be assured of a clear track ahead and not interfere with the regular movements of other trains.

Richard F. Hoyt, who stole a march on Wood by sending his speed boat, the Teaser, over the course, racing against time from Manhattan to Albany, last Wednesday covered the same distance in 2 hours and 20 minutes.

The day after the Teaser's performance Wood offered to bet Hoyt \$25,000 "or any other sporty amount" that either of his boats could defeat the Teaser over the same course.

Hoyt did not accept the challenge.

'20TH CENTURY' IS DEFEATED IN 'RACE' WITH MOTOR BOATS

**Wood "Swaps Horses in Midstream" Twice and
Wins Dash Down Hudson by 24 Minutes.**

LIMITED FAILS TO STEAL MARCH BY EARLY START

**Then It Loafs Like Fabled
Hare, but Tortoise Isn't
Caught Napping.**

BY JAMES ROBBINS.

(On board Twentieth Century Limited)

**NEW YORK, May 26.—FREE FOR ALL—down the
Hudson.**

PURSE—bouquet of glory.

START—good. Won—18 miles.

WINNER—Baby Gar IV. Owner—Gar Wood.

ALSO RAN—Twentieth Century Limited.

DISABLED—Baby Gar V.

Her bow a foot out of water and white whiskers of foam winging aside, Baby Gar IV, Gar Wood's lucky speed boat, carried him down the Hudson from Albany today a winner over the New York Central's crack Twentieth Century Limited.

Dodging middle grounds and flats, the motor boat passed Spuyten Duyvil, where the railroad swings away from the river, twenty-four minutes before the smooth running train. The water craft was eighteen miles ahead.

Stiff as chilled beef and soaked from flying spray, Wood drew into the Columbia Yacht Club, at the foot of W. 86th street, at 9:50 a. m., having made the run from Albany in two hours and fifty-eight minutes.

Throwing off his goggles and leather coat he waved acknowledgment to the cheers of a throng on shore over his victory in the novel contest that started just where the Half Moon ended her cruise of adventure.

2. Analyze the following leads from high school papers. Point out good points as well as faults. Rewrite those that may be improved.

Fair Roman girls, bedecked with jewels and flowing garments, senators, soldiers, and slaves assembled in stately procession Friday March 20, when the S. P. Q. R., club of the P. H. S. Latin classes, held its second annual Roman Banquet in the teachers' cafeteria. All the order of events was, as nearly as possible, a reproduction of an ancient feast, members of the club furnishing all the program.

The sophomore class of '27 held their class election in the auditorium last Wednesday at 3 o'clock.

The first meeting of the Parent-Teachers' Association was held in the assembly room of the high school last Thursday afternoon, October 9. Special songs were sung by the pupils of the first grade and one new song, "Old King Cole Was a Merry Old Soul," was taught to them by Miss Flint, in order that the parents might see the manner of presentation of new songs and realize the ability of the child to grasp new words and new tunes.

The first social event of importance during the school year is, of course, the freshman reception. To the class in question, this event is of double significance, as they are the guests of honor.

Coming as a climax to four years of outstanding scholarship, character, initiative, and leadership, 48 seniors Thursday received announcement of their election to the National Honor Society. An eager, expectant multitude of students and parents gathered at the Rialto theater at 8 o'clock to witness the ceremonies.

At last the great event of the year is nearing the road to actuality. After pursuing, examining, poring over plays, and after the committee had wasted much energy, time, patience, and temper by having selected plays by much hard labor and having them rejected by the Senior class, a suitable play has been selected and production started under the direction . . .

Senior Day, a semi-annual affair held by each graduating class in order that the students might return once again to their childhood days, takes place today. A dance, under the auspices of the class, will be held in the gymnasium from 3 to 5:30 this afternoon where the seniors can be seen frolicking in their childish costumes.

3. The teacher will make arrangements and take the class on an excursion to a local newspaper plant. Write a story of the visit, giving general impressions in the summary lead. Develop in an orderly arrangement, following the various departments. These will include editorial, art, composing, press, circulation, business,

etc. Special attention should be given to such features as the linotype and monotype machines, the making of mats, stereotyping, morgue, etc.

4. Write a news story of a club meeting, playing up the most interesting thing that happened as the feature of the lead. Avoid the chronological treatment: "The president called the meeting to order," etc. Students who do not belong to clubs may ask permission of censors to attend a meeting for the purpose of practice in reporting.

5. Write a news story on the opening of school, including all possible information, such as number of incoming freshmen, changes in faculty, repairs, new equipment, new courses, new regulations, etc. Play up in the lead some real news feature.

6. Write a news story on the closing of school that will cover especially the activities of the seniors—class day, commencement program, commencement speaker, number in class, class honors, etc. Try for an effective arrangement. Write a lead that will give tone to the story.

7. Write leads for school stories that illustrate the who, what, where, when, and why ideas.

8. Write a news story on a home-talent program, given at the school assembly. Open with a paragraph lead on the interest of the occasion. Close the story with the program, arranged in the usual tabular form.

9. Write a news story on the *National Honor Society*, if your school has a chapter, giving date and method of selecting members, plan of organization, program for the year, etc. Include material on the purpose of the organization as set forth in its motto. This material may be brought to the class by some member, who will act as a reporter and interview the censor of the society.

10. Write a story of an interesting meeting of the *Hi-Y Club*, if your school has this organization. Obtain the material from a single reporter, who will interview the president or the Y.M.C.A. secretary in charge.

11. Write a story on an oratorical contest, giving interest of the occasion, results, names of judges, etc. Write a brief comment on the orations of the winners, including first, second, and third, if there are six or more contestants.

12. Write a news story on the school Annual, giving plans, organization of staff, etc. Weave in some material on Annuals of previous years.

CHAPTER VII

WRITING THE HEADLINES

Requires Skill. After the reporter has written the news story and given it a suitable lead, there remains the last step in the process—the writing of the headlines. This is important and rather difficult.

A peculiar ability is called for that is not always found in a reporter. Consequently, some of the metropolitan newspapers have the news stories turned over by the reporters to expert headline writers. These men have developed by education and experience unusual skill in combining a knowledge of printing with a sense of news values.

The Mechanical Problem. The writing of headlines is a mechanical problem because they are set as distinct *lines*, *banks*, or *decks*, to obtain very definite and exact effects. This demand is quite different from that of the rest of the copy, since it is set in the regular newspaper column and continued from line to line by dividing the words at the end of the line. The only thought the reporter need have is to keep his paragraphs as brief as possible, so that they will not appear too long in type. In writing the headlines it becomes necessary to consider not only the number of words but also the number of letters and even the width of the letters and spaces between words. If the number of spaces required exceeds the typographical capacity or limit of the line, the result is a difficulty that is likely to vex the mechanical department and arouse the ire of the city editor against the offending headline writer.

The high school student, who is writing the news story for practice in writing or as a contribution to the school paper, will not be able to realize the mechanical exactions

of headline writing until he sees the copy he has written in print and submits it to close criticism.

Granted that he has been able to write a headline that is mechanically perfect, the student is not likely to appreciate the art of the professional headline writer, because he knows nothing of the high pressure under which the newspaper is published and the continuous grind of writing headlines day after day. He will learn something of the mechanical problem, even in his brief experience, so that perhaps he will not be overcritical of the head that is not perfect because of difficulties that required too much time to solve.

Problem of Expression. Along with the mechanical problem, the headline presents another problem—that of expression. It may be quite possible to write a head that has the right number of units in it, but it is quite another thing to write one that really says something. It is at this point that the trained writer uses his sense of news values in “sizing up” the story and putting into the head the gist of the news.

An Index of Character. The headlines are so characteristic that newspapers may be divided into three classes, according to the style of the headlines. In the first and third group are the opposite extremes of sensational and conservative headlines. A newspaper that inclines toward so-called “yellow journalism” prints the first-page headlines in very large type, in black, red, or green.

The conservative newspaper presents a striking contrast with heads set in comparatively small and light-face type. To one who has been accustomed to the sensational style its dignity may have a suggestion of dullness. To the student of journalism it will appeal as a silent protest against overemphasis in headlines, which has been a part of the tendency of the American newspaper since the Spanish-American War.

Between these two extremes is a large group of newspapers that may be regarded as typical of the attitude of the American press in the matter of headlines. Depending to some extent upon the street sales to maintain their circulation and, thereby, their advertising rates, they play up the news in headlines that attract the attention of those who pass by, or give the newsboys something to call out. Nearly all the metropolitan newspapers carry headlines that are rather outstanding, and local newspapers in the smaller cities and towns follow their example. This influence of the larger newspaper on the smaller is due partly to the high speed of production and frequent train service, which make it possible for metropolitan papers to compete with local papers within a radius of three or four hundred miles.

Purposes of Headlines. From the viewpoint of the one who writes the headlines, they may be regarded as serving the double function of news bulletin and advertisement of the news.

As a bulletin they are intended to aid the busy reader, who scans the newspaper on the street car or in the restaurant and wants to pick up the important happenings of the day at a glance. Accordingly, the news is spread out before him on the first page in a form that gives him the greatest possible return with the least investment of time.

As an advertisement of the news, the headlines are much like the display lines of an advertisement that catch the eye and draw attention to the proposition. They are written in an attractive style that creates a desire to read more.

Whether or not the headlines are to serve as a bulletin, an advertisement, or both, will depend on the nature of the story. If the story is made up largely of interesting facts, the headlines will be of the bulletin type. If the story is entertaining and lends itself to a more literary style, the headlines will be an advertisement.

Banner or Streamer Headlines. The most striking kind of headline to be found in the newspaper extends across the top of the page. It is called a *banner*, *ribbon*, or *streamer* head, or a *page line*. It is set in large, bold-face type that causes it to dominate the page. It may appear over a subsidiary head occupying one, two, three, or more columns—rarely more than four.

Usually the page line and subsidiary head are separated only by a small dash, to indicate the story into which the banner head leads. Sometimes, however, the page line is cut off entirely from its subsidiary head by a *rule* (see Glossary) extending the full width of the line.

Frequently, too, a page line covers a story which may begin under a subsidiary head farther down on the page—under a cut, for instance—in which case it is customary for the headline writer to repeat the idea of the line, in the same or similar phraseology, in the dependent head.

Parts of a banner from the *Chicago Tribune* (see p. 103) show one style of type (Gothic condensed), and how the banner may lead into a single-column subsidiary headline. The complete banner read: "World Series Tied Up Again."

Banners in High School Papers. Opportunities for banners in high school papers are rare. The few high school dailies published thus far have the same opportunities as any regular newspaper, but most of the school papers are weeklies. This means that much of the news is stale when it appears, and its publication is largely a matter of record. There is much consolation in the fact that even the metropolitan dailies do not find material for banners every day and appear very frequently with simple column heads. Furthermore, a careful survey of the news prospects will make it possible for the weekly high school paper to have a banner now and then that contains all the thrill of "big" news.

WORLD D UP

PECK THE HERO
AS GRIFFS WIN
FROM GIANTS

Leads Attack in 2-1
Victory.

Drop-Line or Step-Off Heads. The term "drop-line" is used to refer to the most common form of headline in American newspapers. Some authorities prefer "step-off." Others use "stepped head." In the case of a big news story, this type of head is frequently combined with a banner or streamer head, and is usually one or two columns wide, although it may be three or four. It epitomizes the *lead* of the story in that it contains the big idea when it stands alone, or elucidates the big idea when combined with a *banner* or *streamer* head. It may serve either as a bulletin or as an advertisement of the news. It may give the *tone* of the story by a suggestion of mystery, romance, humor, pathos, or general news interest. It may consist of two, three, or four *decks*, the number depending on the importance of the story. The indention of each line after the first promotes rapid reading, as the eye picks up quickly the ideas contained in the *drop* or *step-off*.

The following selections illustrate the more frequent types of drop-line head:

- (1) Two-deck drop—
San Francisco
Chronicle.

FEDERAL BUILDS MORE DERRICKS

North American Oil and Pa-
cific to Drill Offset
Wells

U. S. TAKES UP DEBT QUESTION WITH 9 NATIONS

(2) Three-deck drop—
Buffalo *Courier*. France, Italy, Belgium,
and Greece Among Those
Urged to Act.

EARLY SOLUTION SOUGHT

America Believes Time Has
Come to Strike General Bal-
ance—Takes Initiative.

HINDENBURG TAKES OATH OF OFFICE AS GERMAN PRESIDENT; THRONGS APPLAUD

(3) Four-deck drop—
Buffalo *Courier*.

Communist Deputies Quit
Reichstag as War Hero
Enters.

SOCIALIST MEMBERS WEAR RED
CARNATIONS AT INAUGURATION

(4) Double-column drop:

Gutturals of Speech Declared 'Primitive' by English Teachers

'Uh-Huh' and Similar Nasal Colloquialisms De-
plored, Along with Distortion of Such
Terms as 'Sheik' and 'Date.'

—St. Louis *Globe-Democrat*.

Pyramid Heads. Like the drop-line or step-off, the *pyramid head* may consist of two or more decks. The name arises from the effect of an inverted pyramid that is secured by graduating the lines. In short news stories, the *pyramid* is usually combined with the *drop-line* head. It may also be used with a *cross-line*. In longer stories it may be combined with the *cross-line* or *hanging indention*. In such stories there may be several *pyramids* in the same head. Some of the more common uses are illustrated thus:

WORLD BUSINESS IS SPEEDING UP SURVEY REVEALS

U. S. Chamber of Commerce.
Speakers Praise Dawes
Plan and Return to
Gold Standard.

SEE BERLIN REPARATION PAYMENTS HELP TRADE

Barnes Urges America to
Send Investment Capital
Overseas.

BY WALKER S. BUEL.

Plain Dealer Bureau,
611 Albee Bldg.,

WASHINGTON, May 19.

American business tonight surveyed world conditions. It found them improving as evidenced by adoption of the Dawes plan and a return to the gold standard.

—Cleveland *Plain Dealer*.

PRESIDENT AND WIFE RECEIVE AT WHITEHOUSE

Doors Thrown Open and Public
Welcomed for Three
and Half Hours.

OTHER OFFICIALS HOSTS

Capital Under Four-Inch
Blanket of Snow as the Old
Year Is "Rung Out."

RECORD CROWDS IN N. Y.

Toot of Horns and Clang of
Bells Mingle with the Chime
of the Church Bells.

—Columbus *Evening Dispatch*.

Cross-Line Heads. The *cross-line* head is so called because it consists of a single line that usually, but not always, occupies the full width of the column. It contains a big idea, frequently in full sentence form. Its effectiveness is seen in the illustration from the *Ohio State Journal* below:

DERBY CLASSIC TO DRAW 80,000, FAVOR QUATRAIN

Twenty-Five Fine Three-
Year-Old Horses En-
tered for Kentucky's
Gala Event.

PURSE IS GREAT

Capt. Hal and Kentucky
Cardinal Regarded Fa-
vorite's Most Danger-
ous Challengers.

—*Ohio State Journal*, Co-
lumbus, Ohio.

CEREMONIES OF INAUGURATION TAKE PLACE IN IDEAL WEATHER

Capitol Plaza Massed With
Throngs, Many on Roofs
of Buildings, as Execu-
tive Delivers Address.

COUNTRY HEARS ADDRESS BY RADIO

President's Father and
Mother-in-Law and Frank
Stearns Are Among the
Favored Ones.

—*St. Louis Post-Dispatch*.

Hanging Indention. The *hanging indention*, also called *hanging indent*, differs from the inverted *pyramid* type in that all the lines after the first are indented a like distance

at the left. The effect of such indentation is to promote rapid reading, as the idea contained in the first line, which is set flush to the left, is quickly caught by the reader's eye.

The *hanging indentation* usually gives considerable detail and, therefore, is seldom used in high school papers, which generally use the *drop-line* and *pyramid*, and occasionally the *cross-line*. It should not be overlooked by the high school journalist, however, as it gives a pleasing variety from the usual types.

The headlines from the St. Louis *Post-Dispatch* on page 108 show an interesting and effective combination of *hanging indentation* heads with *drops*. It is to be noted that the *hanging indentions* are especially useful because of their capacity for details.

Various Combinations. The different types of headline just presented are put together in various combinations to suit the news value of the story. The styles of type face are selected to harmonize with each other. Many newspapers have adopted styles of headline that are recognized by the public as characteristic.

Subheads. In stories of considerable length, the reporter or copyreader inserts *subheads* at intervals of about 200 words. These heads are set in bold-face type, either capitals or capitals and lower case. (See Glossary.) They resemble a *cross-line* when full column wide but they are more like titles in a book, in that they do not necessarily contain verb forms. They serve to break the monotony of a long news story and promote rapid reading.

Jump-Heads. In order to give all the important news a chance for a first-page position, it is often necessary to break long stories, or even shorter ones, and continue them on a later page. At the end of the story on page one the words "Continued on page —" are placed. At the top of

PARIS MAY SEND DEBT TERMS TO U.S. AND BRITAIN

**Washington Bases Forecast on
British Demand for Like
Settlements**

**AID IS EXPECTED FROM
BANK OF ENGLAND ENVOYS**

**Herriot Denies Repudiation of
Debt, but U. S. Insists on
Concrete Proposals**

paid the \$796,000,000 in accrued and unpaid interest on war loans. That is not principal. It is unpaid interest.

The Coolidge Administration feels that the American people have been

Continued on Page Four, Column Four

the story on the continuation page a *run-over* or *jump-head* is placed, followed by the words "Continued from page ____."

The accompanying clipping illustrates the *jump-head*.

Head and Lead. As previously stated the writing of the headlines is the third and final step in the writing of the news story, the first and second steps being the lead and the body. Since the lead contains the gist of the story, and since it follows immediately after the head, it is natural to base the head upon the lead. A further reason is found in the *cut-off test*. Since it is possible that the make-up man may drop off one or more paragraphs to fit the story into the available space, the head

must not refer to any details in the story that may be omitted. It is safe, therefore, to base the head on the lead, because if every paragraph of the story be cut off, the lead will remain.

The head is not an exact repetition of the lead, but the same words usually appear in both.

Paris May Send Joint Debt Terms

Continued from Page One

Counting Letters and Spaces. As one of the first steps in headline writing, the high school journalist should learn how to count *letters* and *spaces* to find the number of *units*. This is necessary because of the mechanical problems involved in the setting of headlines. The width of the standard column is spoken of by the printer

immoderately patient. It has sought to forestall any breach of cordial relations among the peoples of this country and Europe. It has not agitated the debt question. Ambassador Jusserand has been singularly successful in preventing the French debt issue becoming acute. The feeling in Washington is that his own Government and people scarcely realize the great value of his diplomatic services in that respect.

Consideration for France

The President and Mr. Hughes wish to have America show every possible consideration to France. No word ever issued from their lips in criticism of France when numerous fiscal state-

—Philadelphia *Public Ledger*.

as 13 *ems* (see Glossary), which is $2\frac{1}{4}$ inches. The capacity of the line is absolutely fixed and the copy must be written to fit the space. If the line is too long, the compositor has serious difficulty. If the line is too short, it has a "thin" appearance when printed.

Method of Counting Units. The following is the method of counting units in headlines:

- (1) All letters count 1, except M, W, and I.
- (2) M and W count $1\frac{1}{2}$.
- (3) I counts $\frac{1}{2}$.
- (4) Spaces between words count 1, or $\frac{1}{2}$ if the line is "thin" spaced.
- (5) Punctuation marks, except the question mark, count $\frac{1}{2}$. The question mark counts 1.
- (6) Figures count 1, except 1, which counts $\frac{1}{2}$.

Here are a few examples showing how units are counted. The heads are taken from high school papers.

LINCOLN DEBATE 13½

CLOSES SEASON 13

Amherst Cup Contest Last 24½

Before State Tourna- 20

ment Debates 12½

IS AN ANNUAL AFFAIR 18½

REVISION MADE 12½

OF HONOR PLAN 13

FOR NEXT YEAR 13

New System Is Evolved By 24½

Student And Faculty 19

Committees 10½

Style in Headlines. The writing of headlines requires a distinctive style, just as the writing of the news story. Many of the finer points are beyond the interest and needs of the high school student. They are matters of expert knowledge that concern only the professional headline writer.

The use of headlines in a high school newspaper is a practical necessity. The experience of writing them, or

14 **SUMMER SCHOOL**
 14½ **CLASS OF SENIORS**
 15 **RECEIVE DIPLOMAS**

29 **Large Audience Crowds Central**
 24½ **Auditorium to Hear Gradu-**
 13 **ation Program**

(Note. The words in the second and third lines of the "drop" are *thin spaced*, spaces counting ½.)

attempting to write them, is a part of the most elementary practice in journalistic writing. Therefore, a few of the simpler matters of style may properly be considered:

- (1) *The Use of Verbs.* Since it is the purpose of headlines to give the impression of action, a large use is made of verbs. If possible the subject should be used with the verb, as it increases clearness and promotes rapid reading.
- (2) *Vividness.* For the sake of vividness, the historical present tense is used even for things that happened in the past. For the same purpose the active voice of the verb is preferred to the passive. Negative statements are avoided. "Meeting is postponed" is better than "Meeting will not be held."
- (3) *A Statement.* If the headline is a bulletin of the news it must contain a statement. This requires a predicate as well as a subject.
- (4) *Tone.* The headlines should, if possible, give the tone of the story. This is particularly true if they are used as an advertisement of the news.

- (5) *Words.* The words should be as brief and expressive as possible. Words that are less elegant than literary language, and even slang, are used for their conciseness by the professional headline writer. The high school student should confine himself very largely to his own vocabulary instead of imitating the newspapers.
- (6) *Figures.* The best newspaper usage does not favor a large use of figures in headlines. The point of some stories is essentially numerical and figures make the most effective headlines. In such cases they are not only permissible but highly desirable.

Much of the effectiveness of the following headlines is due to the use of figures.

CHEST SHORT MAILS CARRY \$198,666 WITH \$750,000,000 2 DAYS LEFT FOR VETERANS

Great Effort Necessary to
Reach Goal In Drive
By Tuesday.

600,000 Adjusted Service Cer-
tificates Are Dispatched
as 1925 Enters.

TOTAL IS \$650,542.26

250 SACKS ARE FILLED

Contributions to Date Number
28,552 As Against 40,000
Last Year.

First Distribution of Money
on Claims Filed Under Com-
pensation Act.

—Louisville *Courier-Journal*. —Columbus *Evening Dispatch*.

- (7) *Conciseness.* To eliminate all unnecessary words the articles *a*, *an*, and *the* are omitted, if possible, as are auxiliary verbs. Both are used to advantage to fill out the desired number of spaces but should be omitted at the beginning of *decks*.

YALE TELESCOPE TO STUDY STARS IN SOUTH AFRICA

(8) *Division of Words.*

In theory, each *bank* or *deck* of a headline is a complete idea—an idea representing a division of the thought, as seen in the accompanying illustration:

“Most Efficient One” Built
Will Make Observation There
for Next Ten Years.

WEIGHS ELEVEN TONS

RECORD FIELD OF 3-YEAR-OLDS IN DERBY TODAY

25 of the Fastest Horses in
U. S. Ready to Start at
Churchill Downs

BIG LIST MAKES
RESULT UNCERTAIN

Crowds Are Pouring Into
Louisville by Land,
Air and Water

ARCTIC EXPLORER TO
LECTURE AT SCHOOLS

Dr. Donald B. MacMillan Is To
Tell Students Of Trip
To North

Such divisions of words as are found in the pyramids of the accompanying are to be avoided whenever possible.

(9) The splitting of an infinitive, as in the accompanying, is to be avoided, if possible.

Caution. In observing headlines in the newspapers, the student should not be too quick to condemn them just because of these undesirable divisions. He should realize that the necessity of speed often makes correction impossible. What is more important, he should realize that good headlines should be expressive as well as mechanically perfect. Sometimes headlines are obviously faulty in such details as the division of words but compensate by their expressiveness.

- (10) *Punctuation.* The punctuation of headlines is essentially the same as that of the news story. Where marks are needed to make the meaning clear they are used. Thoughts that would be put into separate sentences in the body of the story are related to each other by a semicolon in the headlines:

NATS CAPTURE FINAL CONTEST OF SERIES WITH TRIBESMEN, 4-3

**Johnson Drives Ball Over Right Field Wall With
Mate on in Ninth; Shaute's Mental Lapse
Costly; Lutzke Also Hits Home Run.**

—Cleveland *Plain Dealer*.

600,000 JAM CONEY; NO ROOM FOR PARADE

**Police Unable to Force Lane
Through Boardwalk Crowd
for Fashion Models.**

WOMEN FAINT IN CRUSH

**Mayor Rescued From Throng
by a Sergeant—B. M. T.
Swamped.**

Dashes are used, especially in the pyramid, to separate ideas that are not closely related.

Hands, Parts Of Big Clock Stolen

**Small Boys Blamed After
Historic Timepiece Loses
All But Bell.**

A comma is used to indicate the omission of *and* when it is mechanically impossible to get it into the line, as in the accompany illustration.

Repetition—Good and Bad. The repetition of a word from deck to deck in a headline is a fault if the repetition is needless and represents a poverty of vocabulary. If the repetition is necessary for the sake of clearness, the end justifies the means.

Needless repetition is a fault very frequently to be found in the headlines of high school papers. It is often traceable

to a poorly written head, which does not contain enough material to give opportunity for growth and development.

High School Papers. The headlines used in high school papers are, in general, more simple than those to be found in the professional newspapers, as is to be expected. Those papers that give evidence of journalistic standards contain some creditable work. A few are selected as representative:

Well Written Headlines from High School Newspapers

TENTATIVE DATE FOR WIZARD DAY SCHEDULED JUNE 3

**Special Auditorium, Early Dis-
missal, Sunlight, to Be
Features**

—*The Edison Record*, Edison
High School, Minneapolis,
Minn.

NOMINEES FOR STUDENT PREXY ARE SELECTED

**Five Pupils From House Are
Candidates for Highest
Honor**

"REPS" WILL CHOOSE PINS

**Candidates for Office of Vice-Pres-
ident Chosen at Same
Meeting**

—*The Scout*, Muskogee, Okla.

TICKETS SOLD TO PATRONS FOR COMEDY

**Voluntary Committee Asks Friends
of School to Donate Five
Dollars For Jubilee
Scholarship Fund**

—*Blue and Gold*, East High
School, Cleveland, Ohio.

GIRLS' COURTS ARE FINISHED

**Voc. Boys Clear Ground
and Make Courts In
Three Days**

TEACHERS GUIDE WORK

—*The Newtonite*, Newton
High School, Newton-
ville, Mass.

JUNIOR CLASSES CONDUCT PLEASING CHRISTMAS PARTY

**Cantata, Entertaining One-act Play
Presented to Students
and Guests**

RINER HEADS COMMITTEE

—*Commerce, High School
of Commerce, Springfield,
Mass.*

SENIORS ADOPT CLASS MEMORIAL PROPOSED BY THEIR COMMITTEE

HONORS MR. BROWN

**Mathematics - Scholarship
Award Favorable to
Large Majority**

—*The North Star, North
High School, Denver,
Colo.*

Good Effects in High School Papers. Some of the high school papers have gone so far in attention to the appearance of headlines as to avoid putting several major or "bold-face" headlines together. This is done by alternating "bold" and "light-face" heads or by the use of "boxed" items that prevent headlines of the same style from coming together.

Emphasis is given to the importance of news stories by the use of headlines that decrease in prominence by being graduated from the top to the bottom of the page. Large sheets (15 x 21) may use three or four styles; medium-size sheets (10½ x 14) usually confine themselves to two or three.

The headlines on the following page, taken from the outer right column of the first page of a high school paper, show four different styles, graduated toward the bottom of the page in such a way as to give prominence to the top of the page. Such heads may be referred to conveniently as "Number 1," "Number 2," etc.

1

BUSINESS MEN GIVE INTERESTING TALKS ABOUT ADVERTISING

**Mr. J. A. Coulston of Reliance
Savings Company Advises all
Students to Mention Led-
ger When Buying**

2

"VERY GOOD WORK," STATES W. L. MOORE

**Council's Work, Student Support
of Ledger and Athletics
Are Approved**

3

TIMES SOLICITS ESSAYS

**Offers \$20 in Prizes For Best
Discussion of News Value**

4

Alumna is Married

—*The Ledger*, Longwood Commerce
High School, Cleveland, Ohio.

First-Page Effects.

The possibilities of pleasing and effective combinations of headlines may be illustrated by the use of first pages of representative high school papers (pages 122 and 123). There are many other possibilities, especially of "light-face" heads, which are not suitable for reproduction.

Faulty Headlines.

The two-line drop and three-line pyramid seems to be the type of headline favored by most high school newspapers for first-page stories. The heads on page 124 show the more common faults. With each there is given a brief analysis.

CENTRAL HIGH NEWS

VOLUME XXIII

CENTRAL HIGH SCHOOL, MINNEAPOLIS, MINN., OCTOBER 22, 1925

Number Five

Tomorrow Is Central's Homecoming.
Let's Beat West!

GLEE CLUB PICKS DATES FOR OPERA

'Dorothy' Booked for Two Nights, November 19 and 20

COACH GIVES SYNOPSIS

Sydney H. Morse Announces Details of Act One

November 19 and 20 are the dates which have been chosen by the Glee club for the presentation of the opera, "Dorothy." The principal characters of the cast were chosen last term, but no definite plans had been accomplished. The complete cast is:

- Squire Bantam John Burch
- Geffrey Wilder Wayne Fish
- Mary Searwood George Nelson
- John Bantam George Nelson
- Lucan Grass Gordon Withen
- The Parson Edward McCrone
- The Foreman Arthur Hunter
- John Bantam George Nelson
- John Bantam George Nelson
- John Bantam George Nelson

Sydney H. Morse, director of the opera, has given the News a synopsis of the plot. The story is a drama of act three the week after. The synopsis will be published next week. The Glee club will be making plans for the production of the opera.

The Glee club will be making plans for the production of the opera. The Glee club will be making plans for the production of the opera. The Glee club will be making plans for the production of the opera.

The Glee club will be making plans for the production of the opera. The Glee club will be making plans for the production of the opera. The Glee club will be making plans for the production of the opera.

The Glee club will be making plans for the production of the opera. The Glee club will be making plans for the production of the opera. The Glee club will be making plans for the production of the opera.

Former Pupils Heads Grand Forks Annual

Albert Egerstrom, who resigned from the Grand Forks, N. D., high school at the beginning of the year, has been elected head of the Grand Forks high school annual. He will be in charge of the annual for the next week. Albert left Central to move to Grand Forks to attend to his family.

CENTRALIAN IS GIVEN FIRST CLASS RATING

1925 Year Book Receives High Grade in National Contest

A first class rating was given to the 1925 Centralian in the annual contest of the National Year Book Association. The year book was judged by a committee of experts from various schools. The Centralian was praised for its high quality and interesting content.

The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content.

The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content.

The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content.

The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content.

The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content. The Centralian was praised for its high quality and interesting content.

PARENTS, TEACHERS HEAR SCHOOL HEAD

R. T. Harrar Discusses 'Attitudinal Life of Pupil'

ACTIVITIES DEFENDED

'There Are Not Too Many Clubs,' Principal Declares

The Attitudinal Life of Pupil and the Development of the Individual were the subjects of a talk given to members of the Board of Education and Teachers Association by R. T. Harrar, principal of Central High School. He discussed the importance of the attitudinal life of the pupil and defended the school's activities.

The Attitudinal Life of Pupil and the Development of the Individual were the subjects of a talk given to members of the Board of Education and Teachers Association by R. T. Harrar, principal of Central High School. He discussed the importance of the attitudinal life of the pupil and defended the school's activities.

The Attitudinal Life of Pupil and the Development of the Individual were the subjects of a talk given to members of the Board of Education and Teachers Association by R. T. Harrar, principal of Central High School. He discussed the importance of the attitudinal life of the pupil and defended the school's activities.

The Attitudinal Life of Pupil and the Development of the Individual were the subjects of a talk given to members of the Board of Education and Teachers Association by R. T. Harrar, principal of Central High School. He discussed the importance of the attitudinal life of the pupil and defended the school's activities.

The Attitudinal Life of Pupil and the Development of the Individual were the subjects of a talk given to members of the Board of Education and Teachers Association by R. T. Harrar, principal of Central High School. He discussed the importance of the attitudinal life of the pupil and defended the school's activities.

The Attitudinal Life of Pupil and the Development of the Individual were the subjects of a talk given to members of the Board of Education and Teachers Association by R. T. Harrar, principal of Central High School. He discussed the importance of the attitudinal life of the pupil and defended the school's activities.

Boy Mistaken For Girl Cites 'Sister'

"What in the world will I do with a 'sister'?" asked Dan, a member of the Central High School basketball team, when he was mistaken for a girl at a dance. He was laughing when he was called a "sister" by a girl who was dancing with him.

SENIOR COUNCIL LAYS HOMEMAKING PLANS

Students Placed in Charge of Decorated and Field Plans

Plans for the decoration of the homecoming court and the field were laid out by the Senior Council. The students were placed in charge of the plans and will be responsible for the execution of the plans.

Plans for the decoration of the homecoming court and the field were laid out by the Senior Council. The students were placed in charge of the plans and will be responsible for the execution of the plans.

Plans for the decoration of the homecoming court and the field were laid out by the Senior Council. The students were placed in charge of the plans and will be responsible for the execution of the plans.

Plans for the decoration of the homecoming court and the field were laid out by the Senior Council. The students were placed in charge of the plans and will be responsible for the execution of the plans.

Plans for the decoration of the homecoming court and the field were laid out by the Senior Council. The students were placed in charge of the plans and will be responsible for the execution of the plans.

Plans for the decoration of the homecoming court and the field were laid out by the Senior Council. The students were placed in charge of the plans and will be responsible for the execution of the plans.

CHEMICAL SOCIETY CONDUCTS CONTEST

Aim of Competition Is to Show Improvement of Science

RULES ANNOUNCED

All High, Secondary School Students Eligible to Participate

To promote intelligent appreciation of the vital relationship of science to human welfare, the American Chemical Society has announced a contest for high schools. The contest is open to all high and secondary school students. The rules of the contest are as follows:

1. A contestant may submit only one entry.
2. Entries must be confined to one of the following subjects: a. Health and Disease. b. Chemistry in the Home. c. The Relation of Chemistry to Agriculture. d. The Relation of Chemistry to the Home.
3. The Relation of Chemistry to the Home.
4. The Relation of Chemistry to the Home.
5. The Relation of Chemistry to the Home.
6. The Relation of Chemistry to the Home.

The contest is open to all high and secondary school students. The rules of the contest are as follows:

The contest is open to all high and secondary school students. The rules of the contest are as follows:

The contest is open to all high and secondary school students. The rules of the contest are as follows:

The contest is open to all high and secondary school students. The rules of the contest are as follows:

Will Speak at Pep Assembly Tomorrow

Mayor Remembers Old School Days

George E. Leach Helped to Start Three Central Traditions

PRAISE FIELD DRIVE In Proud of Improvements Attempted by His Alma Mater

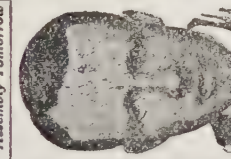
The enthusiastic address given by the student body of Central toward the erection of the new athletic field house was a fitting tribute to the man who has done so much for the school. Mayor Leach, who was a member of the class of '94, will be the guest of honor at the pep assembly before the Central-West game tomorrow.

The enthusiastic address given by the student body of Central toward the erection of the new athletic field house was a fitting tribute to the man who has done so much for the school. Mayor Leach, who was a member of the class of '94, will be the guest of honor at the pep assembly before the Central-West game tomorrow.

The enthusiastic address given by the student body of Central toward the erection of the new athletic field house was a fitting tribute to the man who has done so much for the school. Mayor Leach, who was a member of the class of '94, will be the guest of honor at the pep assembly before the Central-West game tomorrow.

The enthusiastic address given by the student body of Central toward the erection of the new athletic field house was a fitting tribute to the man who has done so much for the school. Mayor Leach, who was a member of the class of '94, will be the guest of honor at the pep assembly before the Central-West game tomorrow.

The enthusiastic address given by the student body of Central toward the erection of the new athletic field house was a fitting tribute to the man who has done so much for the school. Mayor Leach, who was a member of the class of '94, will be the guest of honor at the pep assembly before the Central-West game tomorrow.



Mayor George E. Leach, a member of the class of '94, will be the guest of honor at the pep assembly before the Central-West game tomorrow.

\$1,250 TURNED IN FOR ATHLETIC FIELD FUND

Ticket Sellers Have Money Counted

Although \$1,250 has already been turned in to the Athletic Field Fund, the ticket sellers have not yet counted the money. The ticket sellers have not yet counted the money.

Although \$1,250 has already been turned in to the Athletic Field Fund, the ticket sellers have not yet counted the money. The ticket sellers have not yet counted the money.

CLASS OF 1928 TO GET UNDER WAY

First Meeting for Election of
Officers Will be Held Monday
November 5.

Lines of drop are "thin."
Second line of pyramid is too
long.

Musicians' Club Holds Interesting Meeting

First Musical Program Given
by Officers of
Club.

Second and third lines of pyr-
amid are very "thin."

B. H. S. Dramatists to Observe "Drama Week"

Drama League of America to
Emphasize Drama Interests
Next Week.

Repetition of "drama."

AN ALL-LEAGUE TEAM AND SUMMARY

Hadley Made Choice for Varsity
Captain—McDowell Heads
Major League Seconds.

There is no verb in the
"drop." The second line is
"thin." The first idea in the
pyramid is more important than
the "drop."

FIND SPECIMEN ROCKS OF UNUSUAL INTEREST

Interesting Rocks Found Near
Marion, Indiana, and Also
by Hikers Friday.

"Drop" begins with a verb.
Word "rocks," repeated.

CHICAGO UNIVERSITY ISSUES INFORMATION

Call Attention to Changes in
Admission Regulations
for College.

Grammatical error. Singular
verb in "drop"; plural verb in
"pyramid."

TO RECEIVE CUP AT CONVENTION

Five to Go to Convention at
Franklin Friday,
Saturday.

"Drop" begins with infinitive.
Repetition of "convention."

ORATORICAL CONTEST IS LOCALLY CHANGED

To be Given Before School as
Auditorium Exercise Next
Wednesday.

The "drop" is awkward and
not clear. The meaning be-
comes apparent in the "pyr-
amid."

Practical Pointers on Writing Headlines

1. Do not write the "head" until after the news story is completed.
2. Save space for the "head" by beginning the story in the middle of the sheet.
3. Base the "head" largely on the "lead," which should contain the main essentials of the story.
4. Put life and vigor into the "heads" by the use of verbs.
5. Avoid beginning a "drop" with a verb. Instead, use a subject with the verb.
6. Avoid beginning a "drop" with an infinitive.
7. Use active, not passive verbs.
8. Do not use the past tense. Use the historical present.
9. Avoid negative heads.
10. Do not repeat in the "pyramid" words that have been used in the "drop."
11. Avoid as much as possible the use of the articles—*a, an, and the*.
12. Count every space in the "head" before handing in the copy.

EXERCISES

1. Copy the headlines on the following pages and indicate the number of units in each deck.

TEACHERS ATTEND STATE SESSIONS

Nation's Foremost Educators on
Program at Annual Three
Day Meeting

THIRD LEAGUE GAME WON BY HEAVYWEIGHTS

VISALIA LIGHTS EASILY BEAT
EXETER WITH SCORE
OF 31 TO 0

DEBATERS WIN RIGHT TO ENTER STATE CONTEST

Victory Over Tech Makes
Central City and Dis-
trict Champ

REED CUP IS REWARD

Greatest Crowd in History
of Debate Helps the
Team Win

POLITICAL DEBATERS TALK IN ALL SCHOOL SESSION

Unique Political Program of Coolidge, La Follette, and
Davis Speakers Pleases Student
Body and Teachers

SIX SPEAKERS PRESENT THEIR ARGUMENTS

2. Punctuate the following headlines, using only such marks
as are necessary to make the meaning clear:

TEAMS ARE EVENLY MATCHED BOTH BEATEN ONCE

HENNINGS WASHINGTON COACH SAYS
RUNNING IS MOST NATURAL SPORT

FACULTY CAGERS WIN LOSE WEEK'S GAMES

Shade Rawlings Profs 23-22
But Lose to John Adams
Peds 37-22

HONOR PROGRAM FEATURES SONGS SPEECHES DANCE

R. Hauser 12A and C. Morgan 11A Present
Tarentella Three Pupils Also Talk
About Studying

A FULL HOUSE TO BE GIVEN
TONIGHT IN THE AUDITORIUM

NO EULOGY AT MILES FUNERAL HE NEEDED NONE

Goes to the Tomb as He Wished
as a Soldier

CHAPLIN PANTS ARE HIS ALONE ALSO HIS SHOES

Court Forbids Amador to Use Aplin

3. Correct the faults in the following headlines, selected from high school newspapers. Count the possible number of units and use the same style of head. The lead is given in each case.

STUDENTS HELP IN GOVERNMENT

To Participate in Control of Conduct
in School

Student participation in school government is being given a trial in Huntington High School. Representatives were elected from the sponsor groups to form the Student Council. This Council will meet from time to time with the principal, Mr. Byers, to discuss things of importance in connection with the conduct of the pupils at school.

FROLIC WORKERS STEP ON IT

FALL CARNIVAL PREPARATIONS
PROCEED MORE RAPIDLY
AS DATE DRAWS NEAR.

The Fall Carnival, an annual event in Martinsville High School, will be given this year Thursday, October thirtieth.

The ninth, tenth, eleventh and twelfth year classes will give an act in the auditorium, each to last fifteen minutes. There will be two performances, one at 7:00 and one at 8:30 and possibly a third.

C. H. S. MAY PURCHASE LOCKERS FOR NEXT YEAR

**Increase in Lost Articles Causes
Serious Thought by
School Heads**

NEED ALMOST IMPERATIVE

Hurrah! C. H. S. may be supplied with lockers by next year. Then our coats, hats, gloves and scarfs will not be knocked on the floor and mercilessly trodden under foot, or our pencils and books disappear as if by magic, for they will be securely protected by the lockers.

TEACHERS ATTEND ASSOCIATION

**Many Noted Speakers Were Present
and Gave Addresses**

MEETINGS WERE INSTRUCTIVE

The Mantla school was dismissed on Thursday and Friday of last week in order that the teachers might go to the State Teachers' Association, which was held in Indianapolis on October 16, 17, and 18.

Most of the day Thursday was occupied with sectional meetings. Many men and women were introduced, who were authorities in their lines and are widely known in the educational world. Numerous interesting and novel ideas were offered which enabled each teacher to better his or her program.

PROGRAM OF THE COUNCIL

**Special Program To Be Given Once
Each Week—Committees
Named.**

SUGGESTIONS SOLICITED

The Student-Faculty Council is beginning its second year of service with the hope that this year the relationship between the student body and the faculty can be made closer. The success of the Council will be measured largely by the degree that this relationship approaches that of perfect harmony.

The Council has appointed Committee leaders who will provide for special programs once a week. These programs will be varied. Virginia Bracy will have charge of the musical programs. Grace Finley will provide dramatic entertainment. Leon Weber will arrange to have talks made by business men, which will be instructive and very helpful in choos-

REPORT CARDS DISTRIBUTED

**I B's Head List With Fourteen
Honor Pupils**

HONOR ROLL VERY SMALL

Tuesday, October 15, was a Red Letter Day in the High School of Commerce. The first report cards of the semester were given out, the 1B's leading the Honor Roll with fourteen honor pupils. This period's Honor Roll was considerably smaller than any marking period last semester.

The following is the list of Honor Pupils:

4. Clip from a metropolitan newspaper and paste in your scrap-book five different styles of headline, showing the various degrees of importance of the news copy over which they are placed. Cut out the lead with each head and arrange in order of decreasing importance.

5. Write a double-column drop (about 24 units) of two decks for the following news story, basing the head on the lead.

[*Special to The Indianapolis Star.*]

BRAZIL, Ind., Aug. 14.—Two small boys, living near Rosedale in Parke county, while digging for fishworms Monday, unearthed three jugs. One broke as they dug it out and a hatful of \$100 bills rolled out before their eyes. The boys took the three jugs home and found the other two contained silver coins.

Parents of the boys concluded today that the money belonged to Dr. Zaccheus Wheat, a hermit, who lives in the Raccoon bottom, where the jugs were unearthed, and when questioned about it he described the jugs and claimed the ownership of the money. Just how much money was in the three jugs is not known, but there was a large bundle of \$100 bills in one of the jugs, and the total

probably amounted to several thousand dollars.

Dr. Wheat has lived in seclusion for a number of years. He was graduated from medical school with high honors, but has never married and lives the life of a recluse. He is known as the herb doctor and raises all kinds of rare herbs in his own garden which he uses in his practice. Hundreds of people visit his shack in the Raccoon bottoms every week to consult him about their ills. His fame has spread until people come from many states to have him prescribe for them.

Dr. Wheat never wears a hat and as a result is tanned a deep brown. One of his peculiarities is that when the weather is chilly he wears earmuffs made from coonskins.

6. Write a two-line drop and a two-line pyramid for the following news story:

MACKINAC ISLAND, Mich., July 10.—Many of the passengers, aboard the steamer North American, bound from Chicago to Buffalo on a week's excursion, danced in the ship's salon until midnight last night while two tugs struggled to release the steamer from the rocks at Gray's Reef, with a private yacht standing by for use in case of an emergency.

Others retired, according to members of the crew, and slept soundly with the tugs Thompson and Favorite standing at the North American's sides.

The steamer slid into its berth at the Mackinac island dock just before daylight this morning, coming in under her own steam and apparently undamaged after being aground since 3 o'clock Wednesday afternoon.

This is the first time one of the big lake steamers has been aground in northern Lake Michigan waters in fifteen years, local marine men said.

7. Write a two-line drop, a three-line pyramid, a cross-line, and a second three-line pyramid based on the following lead of a fire story:

In one of the most spectacular lumber yard fires in Indianapolis in recent years, the Dynes-Pohlman Lumber Company plant between Twenty-eighth and Twenty-ninth street on the Monon tracks, was partly destroyed early today with a loss estimated at more than \$100,000. The flames threatened the residence district to the west of the yard and burned a number of garages and sheds behind houses facing Macpherson avenue. Had the wind been blowing in an opposite direction, firemen said a large number of homes undoubtedly would have been destroyed, endangering many lives.

8. Rewrite the following three-line drop into a two-line drop for a jump-head:

SAFETY COUNCIL ANNOUNCES NEW CAMPAIGN PLANS

9. Write a double-column head, consisting of a two-deck drop and a three-deck pyramid, on the following story from a high school newspaper. Double the number of units given in the illustrations on page 112.

"Let's go to Kramer Hills and wipe out that joint, and incidentally lay claim to a regular gold lead."

"You're on. Saturday is the date."

This may or may not have been the conversation between some High boys who had gold nuggets jingling around in their heads. Anyway, Saturday morning "Speedy" Wagner, "Pee Wee" Lathrop, and "Walt" McClintock hit out for the great open spaces where men are men, and women are governors.

This trio was "diked up" in the same "miners' outfit" which they had worn to school last week, in anticipation of the gold rush.

"The Black Hand Trio" climbed into the type of auto which made "Thanks for the buggy ride" a popular song, and as the writer said once before, hit out for the great open spaces. Although they lacked pistols, they were fully prepared to fight ten tribes of Indians if necessary and send every "redskin" to the happy huntin' grounds if need be, without the customary loss of the roofs covering their own thinking tanks. Three rifles and two daggers, with a good supply of lead, assured this.

After reaching the sleepy mining hamlet, they laid claim to a small patch of territory over two and a half times the size of our own school ground.

Then our heroes shoveled at least two shovelfuls of sand, but as yet they had not shot up the burg. Immediately they made a target of an old prospector's hat, and by the time night had fallen the hat was reduced to atoms. As a suitable climax to this shooting orgy they lay down in a corner of their lot and nearly caught pneumonia.

The quantity of gold these young desert hounds extracted from their brush ridden landscape could not be found out definitely. Lathrop and Wagner refuse to give an official statement for the press, while McClintock still hangs onto a good part of his wild and woolly attitude acquired on the desert last week, by daring any reporter to come within ten feet of him.

Because of these queer actions it is believed that a lode worth from two cents to \$9,999,999.98 has been struck and they don't want the information to leak out.

10. Write three different styles of head for the following news story, taken from a high school newspaper, each to show a different degree of importance. The following are suggested: (a) two-line drop, three-line pyramid; (b) three-line drop, hanging indentation, and cross-line; (c) four-column banner (34 units), two-column-three-line drop (24 units), and two-column-three-line pyramid.

One of the largest and most important journalism meetings ever held in our state has just been completed at Stanford University, under the auspices of the Delta Sigma Chi, Stanford chapter, of a national college newspaper men's fraternity.

Over 55 schools were represented at the first annual California High School Editors and Managers Convention, some one hundred eighty delegates being present. The conference began at eleven o'clock Friday morning, after all visiting

students had registered in the administration building. It was found that at four o'clock Saturday afternoon, when the Convention adjourned, not nearly enough time had been allotted in which to discuss the many and varied problems facing a school news official and his paper.

Success Is Keynote

This was the keynote of the convention—to discuss the increasing problems which come with a high school news organ and try to remedy the same. Success was written in every phase of the meeting for such a well planned and well balanced conference of this sort could not possibly fall short of success. As one delegate put it, even the “minutest details” were taken care of.

Press Association

After the general assembly, the delegates were divided up into groups, each group to discuss a certain problem, in order to facilitate the suggesting of ideas.

Probably the most important question considered was the formation of a state press federation. It was decided to start such an organization under the heading of “The California High School Press Association.” Officers elected were Burnell Gould, University Hi, Oakland, President; and Dorothy Carrow, Stockton, Vice-President-Secretary.

Editors and Managers

The election of high school editors and managers was also considered and the convention decided to go on record as favoring a plan whereby the appointive and elective systems would be used. That is (1) the English department would select one or a group of prospective officers and then (2) the entire student body would be allowed to vote for this one or group, as the case may be.

Scholarship Award

A scholarship fund for the most deserving editor of a high school paper was an idea brought to light by Vallejo high school. An amount of money would be awarded the student to help him further his education. Second and third place awards would also be given. Many other questions and problems were raised and ideas suggested to help newspaper work were presented.

Notable Speakers

Of the better known speakers on the program were: Dr. Ray Lyman Wilbur, president Stanford University, Dr. David Starr Jordan, ex-president, Charles K. Field, editor of the “Sunset” Magazine, Mr. Andrew Lawrence, publisher of the San Francisco Journal.

—*Visalia News*, Visalia, Cal.

CHAPTER VIII

ATHLETIC AND SPORTS STORIES

Interest to the Public. To a large number of newspaper readers there is no department that makes so great an appeal as the athletic and sports pages. Many persons when asked how they read the paper admit quite freely that they instinctively turn first to the news of the games—to baseball in summer and to football and basket ball in the fall and winter. In response to such an interest on the part of the public, the newspapers have given increasing space and more and better talent to the sports department.

Sports Editor. The sports editor is frequently a man who was famous as an athlete in his college days. Not only is he able to write up the games in a style that interests the reader but he also has a knowledge of at least one branch of sport similar to that of a coach or referee. He is supported by a staff of writers who are able to handle the various other branches of sport in such a way that the whole field is covered by those who know the game as well as how to write.

Sports Slang. The language of the sports story is different from that of the first-page story and is commonly spoken of as *sports slang*. Such a characterization is scarcely adequate, although some sports writers indulge in a style that is almost slang. In striking contrast, sports writers on more conservative papers are using a style that is almost free from such slang and seem able to make their stories readable.

Having developed a style that seemed particularly suitable, because of its vividness, these writers have found it necessary to abandon it, as it has been so badly overworked by imitators. Between these two extremes of no slang and much slang, is the average newspaper.

Such a style seems especially characteristic of the stories of baseball games, which, as the "great American game," seems to have set the style for sports stories in general. An analysis of a few stories of baseball games from representative newspapers, yields such expressions as these:

a pair of hits
deceptive curve
burning speed
attack of wilditis
ascension in the sixth
perished on the initial sack
spanked for two more hits
rang from the bat
trips to the plate
punching a neat single
across the rubber
pulled up at third
a healthy lead

The effect of such expressions is not exactly that of slang because they do not indicate a poverty of vocabulary so much as a sort of originality that gives a touch of picturesqueness to the account of the game. As may be noted from the illustrations, the language is in part a kind of figurative speech, made up of coined words or expressions that give a distinct flavor to the style. To it may be traced much of the pleasure of the reader of sports stories.

Beneath the purpose of making the story interesting, there is the practical problem of avoiding monotonous repetition, especially in reporting a baseball game. Unless the game provides the reporter with something unusual for a feature, he will have what will prove a tiresome account of innings, times at bat, outs, etc. The thing for the reporter to do, therefore, is to look for a feature and build his story around it.

Opinion. The sports story gives the writer more freedom to express his opinion than is granted in the regular news story

by the American standards of journalism. This is because the attitude of the reader is not that of obtaining the facts on which to base his own opinion. Granted that the writer is an expert, as he should be, he is permitted to give his impressions, which to the reader are next in interest to seeing the game itself. The writer is not permitted, however, to go so far as to use the editorial "we"; nor is he permitted to show partisanship. "May the better team win" is the spirit that dominates American sportsmanship and it must be reflected at all times in the sports story.

Must Know the Game. The possession of a picturesque style, made up of original expressions, figures of speech, and a dash of slang, is an asset to the sports writer. But there is one thing that is more important—to know the game. Tricks of phrasing are picked up rather easily by cheap imitators, but they cannot be used to gloss over an ignorance of the game. To know the game is the first essential and it is just as important as it is for the dramatic critic to know the drama or the music critic to know music.

Good Sportsmanship. The writer of athletic and sports stories is, or should be, an enthusiast for good sportsmanship. No matter whether the home team wins or loses, he should write up the game without partiality and permit the best team to win. He may give the cause of the defeat of the home team, but it must not be an alibi and, for the most part, he must sustain the decisions of officials.

The High School Newspapers. A study of the sports page of the high school newspapers, in comparison with the handling of sports stories by professional writers, shows much work that is creditable, both from the point of view of journalistic style and from that of sportsmanship. Adverse criticism is to be made principally, also, on these two points. Too many papers show an attempt to ape the supposedly quite "slangy" style of the newspaper instead of writing a

straightforward, vivid account of the game. It is often evident that the writer does not really know the game and is attempting to cover up his ignorance by writing in what he conceives to be the style of a sports story.

The other criticism is to be passed on a lack of good sportsmanship that is quite evident in the sports columns. Preceding the game there is too often a boastful article that would seem well calculated to put overconfidence into the team. After the game, if the team wins, there is a story of opponents "walloped" or "trampled in the dust." But if the team loses, the writer withholds the praise that is due the victors and proceeds to find an alibi for the home team. With such a type of journalism and poor sportsmanship it is never really possible for the home team to lose, or the visiting team to receive the credit it deserves for having proved superior. One of the severest tests that can be applied to the student journalist is the assignment to write an interesting and fair account of a game in which the home team loses.

Copying from Newspapers. The temptation to copy a sports story from a local newspaper and run it in the school paper should be resisted. It is as unworthy of the ethics of student journalism as it would be of professional journalism. It not only defeats the purpose of publishing a school paper, but also tends toward a kind of moral callousness that is to be severely condemned.

As a matter of proper procedure the student reporter should get the statistics of the game from the official score-book—which he will use with the permission of the coach or referee. In case he is in doubt about the accuracy of his notes, he should ask questions of either or both of these persons before writing the story.

Types of Sports Articles. Athletic and sports articles are not confined to the actual reports of the contests. In the

great variety of copy to be found on the sports pages, there may be distinguished at least four types:

- (1) Reports of athletic contests.
- (2) Forecasts of such contests.
- (3) Follow-up stories.
- (4) Miscellaneous articles, treating of sports in general.

Baseball Story. As typical of the sports story, a baseball story may be taken to illustrate the style and method of treatment. The following account of what was evidently an exciting game appeared in the *Chicago Tribune*:

LITTLE MIKE TO RESCUE AND SOX TRIUMPH, 5 TO 4

BACK IN STRIDE

BOSTON.

	AB	R	BH	TB	BB	SH	SB	P	A	E
Clarke, 3b.....	2	1	0	0	2	0	0	0	0	0
Wamby, 2b.....	4	1	1	2	1	0	0	3	4	0
Veach, lf.....	4	0	1	1	0	0	0	0	0	0
Harris, 1b.....	4	1	1	1	0	0	0	13	1	0
Boone, rf.....	4	0	1	1	0	0	0	0	0	0
Flagstead, cf.....	4	0	0	0	0	0	0	4	1	1
Picinich, c.....	4	1	2	2	0	0	0	4	2	1
Shanks, ss.....	2	0	0	0	0	0	0	0	1	0
* Todt.....	0	0	0	0	1	0	0	0	0	0
Geygan, ss.....	1	0	0	0	0	0	0	0	0	0
Fullerton, p.....	2	0	0	0	1	0	0	0	4	0
Totals.....	† 31	4	6	7	5	0	0	24	13	2

* Todt batted for Shanks in sixth.
Fullerton and O'Neill for Clarke in ninth.

† J. Collins batted for

CHICAGO.

	AB	R	BH	TB	BB	SH	SB	P	A	E
Archdeacon, cf.....	4	1	2	2	0	0	1	5	0	0
Hooper, rf.....	2	1	0	0	1	1	0	1	0	0
Sheely, 1b.....	2	0	2	2	1	1	1	8	0	0
Falk, lf.....	4	1	2	2	0	0	0	1	0	0
Kamm, 3b.....	3	1	1	1	0	1	0	1	5	0
Barrett, ss.....	3	0	0	0	0	1	0	3	2	1
McClellan, 2b.....	4	1	3	4	0	0	0	3	2	1
Crouse, c.....	4	0	0	0	0	0	0	5	2	0
Mangum, p.....	2	0	0	0	1	0	0	0	1	0
Cvengros, p.....	1	0	0	0	0	0	0	0	0	0
Totals.....	29	5	10	11	3	4	2	27	12	2

Boston.....100 011 100—4
 Chicago.....021 100 10*—5

Two base hits—Wamby, McClellan. Struck out—Fullerton, 2; Mangum, 1; Cvengros, 2. Bases on balls—Mangum, 5. Double plays—Wamby-Harris; Flagstead-Harris. Hits—Off Mangum, 6 in 6 innings, none out in seventh. Winning pitcher—Cvengros. Passed ball—Crouse. Time—1:54. Umpires—Evans, Holmes and Hildebrand.

BY IRVING VAUGHAN

Leo Mangum, the recent arrival from Minneapolis, had to take it on the run again yesterday, but his exit wasn't costly. Mike Cvengros happened along at the right time and with some hitproof southpawing kept the Boston Red Sox motionless long enough to let the White Hose shove home a bargain run for a 5 to 4 triumph over Curtis Fullerton who went the route. That makes two in a row for the Comiskey talent.

Little Mike in the rôle of an able rescuer is somewhat contrary to form but it wasn't the only unusual thing about the struggle. Another was the hitting of Hervey McClellan, who made a good job of subbing for Eddie Collins by hanging up a double and two singles for the first hits he has made since his return to active service. Two of his blows were good for runs and atoned for an error that helped to force Mangum out of the picture. Capt. Collins had to desist from toil because of a strained leg muscle.

Sox Grab Early Lead

Mainly because of McClellan's hitting the home hose stepped out in front with a 4 to 1 lead in four innings. During that time Mangum was curving his way along so easily that it looked as if he'd finally accomplish his maiden win in the majors but in the fifth two boots let a hostile runner score, clean hits shoved another across in the sixth and in the seventh a pass to Clarke and a double to deep left by Wamby knotted the score at 4 apiece. With none out and a run-getter camping on second, Pilot Evers decided he'd better shift the scenery.

Cvengros ambled out to pitch to Veach, a left handed hitter. The combination worked, the batter fouling to Crouse. Then Mike began curving in earnest and fanned Harris. Boone followed with a fly to Archdeacon to end the inning. The Chicago gang bounced right back with the winning run in their half and once Mike got out in front he hustled right through to a business-like finish, not a man getting to base on him in the eighth and ninth.

Flagstead Drops Fly

The run that won in the seventh wasn't exactly legitimate but the south siders had it coming as they were well ahead of their opponents in the way of hits. The run happened because Flagstead, after running over to the right field bleachers, dropped a fly off Hooper's bat for two bases. That occurred with none dead. Sheely promptly sacrificed and the hard hitting Falk looped a single into right. Hooper went home on it.

Boston jumped out in front at the start because Crouse committed a passed ball with a runner on third. The lead didn't last long however. Kamm opened the second with a single, making a string of seven hits in seven times at bat. McClellan scored him with a two bagger down the third base line and a hit by Archdeacon drove "Little Mac" home.

McClellan rode Falk over the counter on a single in the third and in the next round Archdeacon made use of his speed to tally another. He beat out a bunt with one out, went to second on Picinich's wide throw to first, moved up a peg on a sacrifice and counted in a double steal with Sheely who had walked. Then the victors remained quiet until the seventh.

The Lead. The process of writing a sports story is similar to that of any news story in which there is considerable detail. The story usually opens with a summary lead that was probably written last, so as to give the final results of the game. If the game has a real "high spot," it is welcomed by the reporter and played up as the chief news interest of the story, the other details being grouped around it. If there is no "high spot," the reporter has a "listless" or "one-sided" game to report and may have to resort to almost any device to get a lead—the weather, the size of the crowd, etc.

Typical Leads. The following are some of the ideas that may be featured in the opening paragraph of a baseball story:

- (1) Cause of victory (or defeat).
- (2) Names of team or teams.
- (3) Name of a prominent player.
- (4) The weather.
- (5) Size of crowd.

The Body of the Story. Following the lead, the detailed account of the game in the body of the story usually follows the chronological order. The writer has great freedom to handle the story as he pleases. Usually he chooses to give a running narrative, with moments of vivid description and comments on the brilliance or stupidity of the playing.

The sports writer in the rôle of the critic is well illustrated in these three paragraphs of the body of a baseball story. It is an account of a game lost by St. Louis to Pittsburgh, 3 to 2, in the ninth inning. It appeared in the *St. Louis Globe-Democrat*. The style is typical baseball language, several of the expressions previously quoted having come from this story. The paragraphs follow:

Haines might have won the ball game, though, in spite of the Buccos' eleventh hour run, had he not taken a surprising and totally unexpected ascension in the sixth inning, when the Pirates scored their other two runs on a hit, two passes and a hit batsman. Jessica's performance up to the eventful Pittsburgh sixth was a masterpiece, and how he was seized with that sudden attack of wilditis is fairly inexplicable.

Over the first five-inning stretch, McKechnie's wards were infinitely helpless against the strapping Cardinal right-hander's burning speed and sharp, deceptive curve, of which he had perfect control. The extent of the visitors' offensive effectiveness amounted to a pair of hits, one in the first inning by Max Carey, who was quickly obliterated by way of a snappy double play, and another in the third by "Rabbit" Maranville, who perished on the initial sack as Haines disposed of the next three batters with pronounced nonchalance.

Cooper Also in Form

Little less effective at the same time was the brilliant left-handing of Wilbur Cooper, who, though spanked for two more hits than Haines in the first five innings, kept the Cardinal blows well separated. One of them in the first inning rang

from the bat of "Wattie" Holm, who, like Carey in the Pittsburgh, first, was blotted out of the picture on a Maranville-to-Wright-to-Grimm double killing. In the third, Freigau bounced a hit off Cooper's glove, but he, too, was entrapped in the second Pirate twin play in three innings.

Maintaining the Interest. The ball game will appear to the writer much the same as to the spectators at the game. As a reporter, he will confine himself to the facts. If the game was won or lost by the home team in the first inning, the prospects are as dreary for him as they are for the fans. If the score is tied in the ninth inning and the manager of the home team calls in a pinch hitter and he knocks a home run, it is as big an occasion for the sports writer as it is for the fans. In any case he must follow the facts and try to make his story accurate as well as interesting.

The Conclusion. The conclusion of a baseball story is even more simple than that of a general news story. There should not be so much of a temptation to comment, because the writer has had more freedom than the general news writer.

Football Stories. While baseball is probably first in the esteem of the public, football is usually more popular with the colleges and some of the high schools. The problems of writing the football story are essentially the same as those of the baseball story, although the play is more varied and the rivalry more keen, since it is usually a school rather than a professional game.

In the earlier days of "massed" formations, it was difficult at times to follow the players, especially since they were not numbered. To-day, with more open and overhead play and numbered players, it is much easier.

The enthusiasm of rival schools, the large crowds, the picturesqueness of the stadium, the invigorating autumn air—all seem to give a dramatic interest to the game. Such a feeling is often found in the tone of the football story. The

lead is not inclined to be conventional and the whole story has more of the literary touch. The language shows less use of slang than the baseball story and much originality of expression.

The possibilities of a football story are seen in the following Associated Press story, from the Cincinnati *Enquirer*, of a Notre-Dame-Leland-Stanford intersectional game.

Notre Dame Gallops Across; Defeats Stanford, 27 To 10; Famous Backs in Full Glory

Pasadena Rose Bowl, Cal., January 1 (By Associated Press).—A typhoon of speed, swirling out of South Bend, Indiana, landed here today, swamping Stanford University's football team under a twenty-seven-to-ten score. Notre Dame had the speed.

The famous "four horsemen" were pitted against Ernie Nevers, of Stanford, and the gallant Cardinal, although he covered himself and his Alma Mater with glory, could not offset their repeated charges.

At that, the huge red-shirted Stanfords outcharged the squat blue-jerseyed line men of Notre Dame, and it was owing to their work that the Palo Alto institution was able to register ten points in the face of the fierce galloping of the cavalry of the Indians.

Notre Dame added to its list of honors that of having scored the first victory for the East in four intersectional games played on the Pacific Coast this season.

For the first time in a number of years the Rose bowl was packed to capacity, and it was estimated that upward of 52,000 watched the contest.

At every moment throughout the four periods the Notre Dame men lived up to their reputation for speed in foot and head.

The start was inauspicious for the Easterners. Coach Knute Rockne sent in his second-string men to open the fight, but Stanford, strong and aggressive, shoved them steadily down field. Then Rockne called upon his stars and the real battle was on. Stanford's errors, which might not have been costly against other opponents, were fatal when pulled in the face of Notre Dame. When the Cardinal foot slipped the South Bend hand was there to take it.

Stanford started the scoring by a placement kick off Cuddeback's toe in the first period.

In the second period, for the only time during the game, Notre Dame was able to gain consist-

ently through the big Red line. A prolonged drive ended when Elmer Layden bored through left guard three yards to a touchdown.

A few minutes later Layden came to the front again, pulled Nevers's pass out of the air, and sprinted 70 yards for the second South Bend touchdown. James Crowley converted it. In the third period occurred one of Stanford's expensive errors. Solomon fumbled a punt on his 20-yard line. He stooped to recover when he might have played safely, falling upon the ball. Huntsinger swooped down upon him, shoved Solomon aside, grabbed the pigskin and ran unopposed to a touchdown. Crowley again converted.

Later in the period, Notre Dame, defying rule and fate, boldly attempted a forward pass within its 20 yard territory and Nevers pulled it down. Then followed a series of line bucks, nearly all of them featuring the hefty Nevers, who savagely shoved, heaved and ground his way to Notre Dame's eight yard line.

The horsemen from the East were set for another buck, but it did not come. Walker passed over the line to Ted Shipkey and Stanford chalked up a touchdown.

Cuddeback kicked goal for the extra point. That ended Stanford's scoring.

In the fourth period Stanford had another opportunity. An intercepted forward pass on Notre Dame's 35-yard line put the ball in Baker's hands.

Nevers was called upon and in a succession of plunges carried the sphere to Notre Dame's eight-inch line. The stands thought it was a touchdown for Stanford, but when Referee Thorp unscrambled the heap of players he found the goal mark had not been crossed.

The last scoring play of the contest gave Layden another chance to show his speed. He intercepted a pass from Nevers and led a chase all the way for 35 yards across the Stanford chalk mark. Crowley's toe did the rest.

The four horsemen cantered, trotted and galloped with all the skill expected of them. Harry Stuhldreher's play was handicapped when he twisted his left ankle early in the opening period and it slowed his play during the remainder of the game, although at no moment did it appear that any Cardinal back could match any South Bend backfield man in point of speed.

The story is concluded with paragraphs of comment on the excellence of the star players on both teams.

Basket Ball Stories. In many high schools, basket ball is more popular than football. During the winter months it is given a prominent place on the sports page of the school paper. The problems of reporting and writing up the games are similar to those of baseball or football. The chief difficulty is found in the high rate of speed at which the game is played, making it almost impossible for the average student to follow all the

plays. The numbering of players reduces but does not eliminate this difficulty. The student journalist may need the help of the coach or referee when gathering the facts on the game.

Typical Story. The following is a rather brief but comprehensive story of a college basket ball game, from the Cleveland *Plain Dealer*. The summary lead is well written. The material of the body is well organized, as is seen by the compact paragraph structure. The story closes with a line-up and summary, which is the regulation ending of a basket ball story.

Hot Struggle is Decided in Final Minutes of Play

LOSERS NOW OUT OF TITLE RACE; CONQUEST NINTH STRAIGHT FOR FAST PURPLE FIVE

ALLIANCE, O., Feb. 23.—Oberlin college basketball team tonight lost its bid for the 1925 Ohio Conference championship. In the battle for the undisputed leadership of the circuit, Mt. Union, last year's champion, conquered the plucky Congregationalist crew, 26 to 22, in a thrilling game before an over-capacity crowd on the local Memorial hall floor.

The game was a see-saw affair all the way. It was not until the final two minutes of play, when Lefty Miller and Forward Wilcoxon winged in two baskets, that the Mounts grabbed the lead that brought them the victory and probably the conference title. It was Oberlin's last game of the season, while Mount Union has yet to play Heidelberg and Wooster on those teams' floors.

The score at the half was 10 to 10, which was where it should be considering the nearly equal strength of the two combatants. From then on until nearly the end, it was nip and tuck, first one and then the other quintet going ahead.

The game resolved into something of a battle between two of the best centers who ever wore Ohio conference uniforms, Lefty Miller of Mount Union and Lyle Butler of Oberlin. Not only in his Herculean defensive work and all around floor play,

but in shooting as well, did the big Alliance southpaw distinguish himself. He looped the hoop for four baskets.

Leahy, a Cleveland boy playing a forward for Oberlin, led his team's attack, whipping the net for five goals. The two Oberlin guards, Max Weber and Harold McPhee, put up a brilliant protective game.

It was Mount Union's ninth straight Conference victory of the year and revenged the only defeat the purple experienced in winning the championship last year.

It is estimated that 800 people were turned away from the hall, being unable to secure even standing room. The arena seats about 2,200. Some rabid fans climbed through windows and fought their way to a position where they could watch Coach Ray Detrick's boys battle through to victory.

Mount Union—26.				Oberlin—22.			
	G.	F.	T.		G.	F.	T.
Labor, lf.	0	0	0	Sullivan, lf.	1	0	2
Wilcoxon, rf.	3	3	9	Leahy, rf.	5	0	10
Miller, c.	4	1	9	Butler, c.	2	0	4
Orin, lg.	2	0	4	Weber, lg.	1	0	2
Bromby, rg.	2	0	4	McPhee, rg.	1	2	4

Tennis Stories. Tennis involves such strenuous action that it is even more difficult to follow than basket ball and requires the eye of an expert to get all the details of the game and appreciate the finer points. The following story, from the *New York Times*, illustrates the method of treatment:

SEABRIGHT, N. J., Aug. 2.—Playing before a gallery of 3,000 spectators and the members of the United States Davis Cup Selection Committee, William Johnston and Clarence Griffin of California, former national champions, made a heroic pull-up against almost hopeless odds and defeated Robert and Howard Kinsey today in the final of the invitation doubles tournament at the Seabright Lawn Tennis and Cricket Club. The score was 3-6, 4-6, 6-1, 11-9, 6-1.

A more sensational and desperately fought match was never witnessed here in the thirty-one years' history of the tournament, and the gallery, which filled all three sections of the stands and stood on chairs, was thrilled as the four men struggled with a grim determination and unflagging spirit.

For the reward was not merely the cups, which Johnston and Griffin won last year for the first time when they defeated R. Norris Williams 2d and Watson Washburn in the final. The match was an official Davis Cup tryout and the two teams on the court are among the leading contenders to represent the United States in the challenge round doubles.

Julian Myrick, Chairman of the Davis Cup Committee, and Bernon S. Prentice and the other members of the Selection

Committee were in the stands, and under their observant eyes the four men gave an exhibition that was soul-stirring. Although defeated, the Kinseys were as much the heroes of the hour as were their opponents, and when they walked off the courts defeated, after having been within two points of victory in the sixteenth game of the fourth set, the gallery rose to its feet and applauded in thunderous fashion. It had been the Kinseys who had thrilled them most with their astonishing returns of smashes and the unerring instinct with which they coordinated their efforts.

No action was taken by the Selection Committee and none probably will be taken, so far as selecting the doubles team is concerned, until the national doubles championship is played at Boston the third week of this month. It would hardly have been fair to have made a choice between the two teams today, anyway, so evenly were they matched.

Miss Helen Wills, national woman's champion, making her first appearance in this country since she won the Olympic title, paired with Watson Washburn against Miss Phyllis Walsh of Philadelphia and Dean Mathey of New York in an exhibition mixed doubles match.

Miss Wills Warmly Greeted

There was a great craning of necks as Miss Wills came out on the court, and she was warmly applauded as she stepped on the greensward. It caused much disappointment when it was learned that she was not going to play singles, and many of the spectators left before the play was over. It was not a good opportunity to look for any changes or improvement in Miss Wills's game, particularly since she had been off the boat only twenty-four hours.

The young champion's performance, however, was highly satisfactory. There was a vigor and sweep to her drives that contrasted sharply with the ground strokes of the women seen in action in the tournament here. When Miss Wills leaned on the ball there was a loud report and the ball streaked across the net like a bullet. If anything, the California girl hits the ball harder than before she went across. Her volleying was sharp and clean-cut and overhead she smashed with deadliness and splendid control. Thanks to the fine work of Mathey at the net, Miss Walsh and the New York player won the match at 4-6, 6-2, 6-3.

Track Meets. Track meets are less continuously intense than basket ball or tennis. While the shorter runs are matters of seconds, there is usually a fairly long time interval between events. The results are generally given by an official announcer and there is commonly a printed score card, giving

the numbers and names of the players and providing a place for recording the score. The student reporter of little experience will find the score card very fruitful of material for a good story and should make use of it. Unlike baseball, football, basket ball, or tennis, the interest of a track meet is usually in the making of records, which commonly furnish the feature of the story and play a prominent part in the lead and headlines. The winners of the various events in order and their amateur or professional connection, with the time of the event, are usually included in the summary of a track meet.

The following is an Associated Press report of a Yale-Harvard dual track meet. The form of the "summaries" at the end should be noted as a model of style:

YALE TRIUMPHS IN DUAL TRACK MEET

Defeats Harvard, 79 1-2 to 55 1-2, in Speedy Clash—Norton High Scorer

NEW HAVEN, Conn., June 15.—(AP)—Yale won the first of the commencement tilts with Harvard this afternoon, defeating the Cambridge track team, 79½ to 55½. On the running track the times were very fast, one dual meet record being equalled and a new one made. Tomorrow afternoon the baseball nines of the two rival universities will meet on Yale field in the first game of the series.

Yale won nine first places in the meet this afternoon and tied for one first. Fifteen events in all were run off. Harvard's greatest strength lay in the field events and in the long distance runs, but Yale's plentiful seconds and thirds, combined with the majority of the first places, gave the Blue the meet.

Norton High Scorer.

Bayes Norton, Olympic runner and star sprinter of the Yale squad, upheld his reputation as leading individual scorer of the team, taking high single score for the meet. He won both the

100 and 220-yard dashes and took second in the broad jump, which was won by Weinecke.

Watters of Harvard took second individual honors by winning both the half mile and the mile.

Capt. Gage and Paulson led the way in that order in the 440-yard run and were clocked at 48 4-5 seconds, said to be a new dual meet record. Norton's time in winning the 100-yard final heat was 9 4-5 seconds, which equals the record established by Capt. William Schick of Harvard in 1905.

Yale won all the places in the broad jump and brought the meet to a stirring close by taking all places in the finals of the 220-yard dash.

Summaries.

Broad Jump—Weinecke (Y.), first; Norton (Y.), second; Deacon (Y.), third. Distance, 22 feet $4\frac{7}{8}$ inches.

220-Yard Low Hurdles—Cole (Y.), first; Allen (H.), second; Cutler (Y.), third. Time, :24.2.

220-Yard Dash—Norton (Y.), first; Clark (Y.), second; Arneill (Y.), third. Time, :21.4.

Two-Mile Run—Tibbetts (H.), first; Briggs (Y.), second; Smith (Y.), third. Time, 9:42.2.

Half-Mile Run—Watters (H.), first; Gibson (Y.), second; Haggerty (H.), third. Time, 1:56.8.

Pole Vault—Durfee (Y.), and Combs (H.), tied for first; Conklin (Y.), third. Height, 12 feet.

Discus Throw—Graf (Y.), first; Laimbeer (H.), second; L. Weicker (Y.), third. Distance, 129 feet $\frac{3}{4}$ inches.

Hammer Throw—Berglund (H.), first; Burke (H.), second; Eckart (Y.), third. Distance, 145 feet.

120-Yard Hurdle—Hart (Y.), first; Vilas (Y.), second; Clark (H.), third. Time, :15.6.

100-Yard Dash, Final Heat—Norton (Y.), first; Miller (H.), second; Lunell (H.), third. Time, :09.8. (Equaling the dual meet record made by Schick, Harvard, in 1905.)

High Jump—Deacon (Y.), first; James (H.), second; Vorster (Y.), third. Height, 6 feet.

Javelin Throw—Bench (Y.), first; Davison (Y.), second; Chase (H.), third. Distance, 181 feet $11\frac{3}{8}$ inches.

Other Types of Sports Copy. In addition to the usual sports story, there have been mentioned three other types that are to be found on the sports page: forecasts, follow-up stories, and miscellaneous articles.

Forecast Stories. The *forecast* story is used to arouse interest in a coming contest. Sometimes it is an impartial statement of facts on the relative merits of the two teams. At other times it is quite partial and makes predictions as to the probable outcome. Such forecasts are often called

"dope." The source of such stories is the "dope bucket." When the wrong team wins, "the dope is upset."

The following is a "dope" story on the Haverford-Swarthmore track meet, that appeared in the Philadelphia *Inquirer*:

With two of the strongest track and field teams in years, those ancient Main Line sport rivals, Swarthmore and Haverford, will clash tomorrow afternoon on the Red and Black's field, in one of the biggest athletic events of the season between these two age-old rivals.

Haverford's crack team has not tasted the bitter dregs of defeat since 1922, when Swarthmore downed her by a margin of sixteen points. On the other hand the Garnet has cleaned up everything in its path this season and have yet to lower their colors to an opponent.

Swarthmore to date has overcome Delaware, Lehigh and Johns-Hopkins, while her opponent has been busy trimming Dickinson, Delaware and Rutgers.

On paper the Red and Black rules a slight favorite, mainly because of her strength in the pole-vault, high jump and hurdle races, in which she expects to take all the first places. Chadwick and Hoskins, Haverford's crack pole vaulters, have cleared eleven feet, as against Swarthmore's best record of ten feet.

In the high jump Tatnall, of Haverford, should have little trouble in winning this event. He recently did five feet ten inches, while Price, for Swarthmore last week cleared only five feet four inches.

Lowry, of Haverford, is the best bet in this event. Swarthmore has no one who is likely to defeat the Red and Black star.

The majority of the other firsts should be more evenly contested, with the Garnet having a slight edge. Lewis is practically assured of number one position in the mile and two mile, while Jack Dutton should breeze through with his usual three firsts in the 100, 220 and broad jump. These two athletes are both Swarthmore men.

The discus throw is expected to be hotly waged, with Bakers, of Swarthmore, as the favorite. He recently made a record-breaking throw. Thomas, of Haverford, has also been doing good work.

Guttormsen's javelin performances here of late look good for another Garnet first. He has been making heaves of 169 feet.

Haverford's chief strength will probably come from its ability to take second and third places. This should be a factor in adding to the Red and Black score.

Both institutions are on edge for the meet—Haverford determined to keep her record of four years without defeat—and Swarthmore determined to do her best to break the Red and Black's reign.

Follow-up Sports Story. The *follow-up* sports story is less frequent than the *forecast* story because people are more interested before than after the event. Such sporting events as the Annual Derby race at Louisville or the 500-mile race at Indianapolis are good occasions for *follow-ups*, as the interest in horses, cars, and drivers continues for several days after the race is over.

Sports Gossip. In the miscellaneous copy on the sports page is matter that appears under some such caption as "gossip." It may be written by the sporting editor in the form of a criticism of the game that is in season. The following selection, from the *Pittsburgh Gazette Times*, is typical. The copy covered baseball and track. The items on baseball only are given:

Sport Shafts

By Chester L. Smith, Sporting Editor

Pirates and Cubs.

Gather 'Round, Mates.

IN throwing his first complete game of the campaign yesterday, Mr. Victor Aldridge was hardly impressive, but the remainder of the McKechnie cast was on one of those rampages which comes to it every so often, so Victor rode home easily. It was at least encouraging to set down that the Hoosier Schoolmaster was whipping them over with more polish in inning number nine than in the early stages. That may mean that Victor's arm and shoulder are now near normal.

♦ ♦ ♦

The Cubs are in a sad way, and it's problematical whether or not even Maranville's return will make a great deal of difference. What Killefer needs most is a couple of young men with savage actions at the plate. As it is, there's not a powerful clubbing sector from top to bottom.

♦ ♦ ♦

Nor would Wright's bellowing home run with each hassock fully occupied, pass by without notice. Wright, critics who watch him day in and day out declare, gets the great power in his drives because of a well-studied wrist motion. In this respect, it is claimed, Glenn is Traynor's superior. The latter is somewhat stiff with the willow and his robs him of not a few basehits.

♦ ♦ ♦

Practical Pointers on Writing Sports Stories

1. Know the game first.
2. See it for yourself. Don't borrow somebody's notes.
3. Do not copy reports from the local newspaper.

4. If you are unable to give credit for copy, do not use it.
5. The essential interest of a game is action.
6. Avoid the imitation of sports slang. Cultivate a style of your own.
7. Look for a feature and play it up strong.
8. Leave comment to the experts and write what you saw and heard.
9. Be careful to give credit to the players that played the best game.
10. Avoid sports stories that are likely to cause either overconfidence or depression in the team.

EXERCISES

1. Clip from the sports page of a metropolitan newspaper examples of as many different kinds of sports copy as possible. Paste in your scrapbook and label properly.

2. The teacher will appoint some member of the class, if possible an athlete, to bring to the class some "dope" on a coming athletic contest. Take notes on his talk and write a live and interesting forecast story. It should contain some comparison of the relative strength of the two teams and a prediction of the outcome. It should be fair and courteous to the opponents. Facts on previous contests between the two schools would add interest to the story.

3. Attend a football or basket ball game and note carefully the important plays. Pay particular attention to the outstanding player on each side. Note also the general interest and spirit of the occasion. Write an account of the game, without using athletic slang. Close with a line-up and summary.

4. Write from eight to ten items to be run in a high school paper in the "Sports Gossip" column.

5. Write a short news article on girls' athletics—basket ball, hockey, etc. The material may be given to the class by some girl athlete who understands the game.

6. Write a baseball story on a game in which the school team takes part. Use the most interesting thing that happened in the game as the feature of the lead. Make the story as interesting as possible, with or without the use of baseball slang.

7. Write six or seven short paragraphs of "Notes on the Game."

In the newspaper such copy may be found following the account of the game.

8. Attend a track meet in which your school participates. Before the meet it will be well for some track athlete to give a talk to the class on the various events that take place in such a meet. Keep a score card throughout the meet. If a printed one is not available, rule up one of your own. Write a brief account of the meet. Open with the results. Cover the general interest. Close with a summary. Note the form in the Associated Press story of the Yale-Harvard track meet on page 148.

9. Attend an athletic contest and then read the account of it in the school paper. Discuss the account thoroughly and rewrite it to improve it in as many ways as possible.

10. After the last game of the football, basket ball, or baseball season, write a review story of the entire season, getting material from your file of the school paper. Assume you are the sports editor of the school paper and make such comments as seem appropriate.

CHAPTER IX

HUMAN INTEREST AND FEATURE STORIES

Place in the Newspaper. The attitude of the newspapers toward feature stories varies. Some of the more conservative editors give them no place in serious news copy and class them as *filler*, *back-page*, or *miscellany*. More liberal editors accept them as a part of the modern development of the newspaper, which started in the Sunday edition and gradually spread to the week-day issues. Feature stories cannot be said to have supplanted the regular news story to any extent, but, rather, to have added a variety that is pleasing, if the feature stories are well done.

In High School Newspapers. A perusal of the high school newspaper shows that the feature story has not been discovered by some schools; while it is being overworked by others. It is noteworthy that the schools that do use it to advantage show in their school papers a knowledge of the principles of journalistic writing. That is, the news stories show *comprehensive* or *summary* leads rather than mere chronological treatment. The chief fault in the use of feature stories is to run the idea into the ground by the use of trivial subjects and exaggerated style.

Nature of Feature Stories. A feature story differs from a news story in that it covers less ground and covers it more intensively. A single feature is selected from the possible events and treated in much detail. Often it depends upon seasonableness or timeliness for its appeal and thereby resembles a news story.

In the mingling of literary and news values the feature story may be said to have a double function—to entertain and to inform.

The length of the feature story varies. It may be illustrated and quite long; or it may be very short and appear under some such caption as "Around the Town." Such stories are usually a part of the assignment of a regular reporter, who secures the material "around the town" and coöperates with the staff photographer, who illustrates it by pictures taken wherever the subject is found.

As to news value, the feature story has little to offer. Its claim is based not so much on what it contains as on the interesting way in which the feature is treated.

Human Interest. The feature story involves again the use of that indefinable term—*human interest*. As it was used in the consideration of "news sources and values" (page 31) to refer to "the interest that people have in the little happenings of everyday life that touch the emotions," so it may be used here. In the *human interest* story, the human interest element is played up as the feature. In the news story it is more subdued—often only a suggestion.

The "human interest" story differs from the feature story in general in that it involves people more than things. It also frequently deals with animals or pets which appeal to the emotions of kindness or sympathy. Such feelings seem to relate nature and human nature. There is in them an elemental sympathy that makes all people kin and touches a responsive chord.

The emotion may range from the comic to the tragic, and it may mingle or alternate the two.

Kinds of Subject. The writer of the human interest and feature story does not have far to seek for a subject. He may find one or stumble on one wherever he goes. From a street-car window or an automobile he may suddenly see in some object he has passed many times most promising material for a feature story. Children, animals, amusements,

hobbies, the familiar, the unusual, the timely, the seasonable, the mysterious—all have their possibilities.

The reporter who seeks to “capture” a feature story on his daily round carries a notebook in which he may jot down interesting material before it escapes.

The student reporter will experience a new kind of thrill when he first gets the fever of finding subjects for feature stories. Like the professional reporter, he should carry a small notebook, ready to use whenever the opportunity comes. As previously suggested, the reporter using commonplace subjects should beware of the trivial.

The Head. The headlines of a news story contribute much to its success by promoting rapid reading or by advertising its contents. It is not so with the feature story. While it may have headlines to conform to the appearance of the newspaper, they help very little. The feature story must catch the attention of the reader with the opening lines and hold it by being so striking, interesting, and readable that he will want to continue. In some feature stories the writer makes use of the principle of suspense to hold the attention of the reader throughout the story.

The Lead. The use of the lead, particularly the summary lead, is peculiar to news stories and not to feature stories. The feature story has little, if any, news value. Its purpose is to entertain and not to give information. It is not necessary to put the gist of the story or the “big idea” in the opening paragraph, as the “cut-off test” is not applied. The “make-up man” recognizes a feature story and permits it to have the space it requires. This makes it possible for the writer to put the “big moment” anywhere in the story.

The Development. In developing the material into a feature story, the first essential is to use the style that seems best suited to the material. For the most part the subject is likely to be commonplace and requires ease, naturalness,

and originality in the handling to make it interesting to the reader.

The form of the feature story is not fixed by any journalistic conventions. The writer is entirely free to begin and to continue in any way he pleases. Such freedom is not without its responsibility. In the conventional, summary lead type of news story the reporter has a formula that if properly followed is likely to produce results. In a feature story he has no such guidance but must strike out for himself and justify his methods by results.

Need of Restraint. In writing the feature story, especially of the human interest type, there is need of restraint. Too free a hand may turn what should be appealing emotions into weak sentimentality. Similarly the treatment of commonplace subjects in profuse detail may make the story exceedingly tiresome.

Sources of Subjects. While there is no end of subjects that may yield an interesting feature story, it takes a trained observer to find the one that is best suited for to-day's paper. He may have passed it for months or years before he is suddenly struck with the timeliness of its appeal. The use of the notebook is a great help in getting into the feature story this element of timeliness that is so essential, if it is to have news value. And it must be remembered that the feature story is written primarily for the newspaper. Its appeal is for the passing moment and it must, therefore, be timely.

Subjects for Students. Just as the student reporter, writing for the high school newspaper, must have regular sources of news stories, so he must have sources of features. These sources will be found in as many places about the school as are likely to provide incidents that may be treated in an interesting manner.

The following list is only a suggestion of possible subjects

for high school papers. The miscellaneous character of the list will illustrate the great variety of such subjects.

SUBJECTS FOR FEATURE STORIES

- (1) Interesting places passed on the way to school.
- (2) Commonplace characters, seen in these places—children, old people, foreigners.
- (3) Opening of school—mishaps of freshmen.
- (4) Closing of school—plans of seniors.
- (5) Unusual happenings in chemistry, physics, and biology laboratories.
- (6) Stories told by athletes of out-of-town trips.
- (7) Vacations of faculty or students—how spent or to be spent.
- (8) Humorous incidents in connection with play try-outs.
- (9) What the students eat—lunch-room story.
- (10) Trials and tribulations of janitors.
- (11) Unexpected occurrences at parties and picnics.
- (12) Outdoor life—incidents—Boy Scouts, Camp Fire Girls, Girls' Reserves.
- (13) Unusual experiences on bird hikes, field trips, etc.
- (14) The "collecting fever"—birds' eggs, rocks, stamps, etc.
- (15) Close calls—accidents that might have resulted seriously.
- (16) Stray dogs or cats that come into the school.
- (17) Pets belonging to the writer or his friends in the school.
- (18) Latest fashions in dress—boys as well as girls.
- (19) Passing fads—cross-word puzzles, etc.
- (20) Funny experiences of teachers in dealing with students.
- (21) Special days—Thanksgiving, Christmas, April 1.
- (22) Personality sketches—members of the faculty or prominent students.
- (23) Interesting experiences of students in earning or using spending-money.
- (24) Students' habits—study, recreation, eating, etc.
- (25) The weather: extremes of heat and cold, storms, etc.
- (26) Interesting happenings at the Y.M.C.A. or Y.W.C.A.
- (27) Interesting conversations overheard on street cars, in halls of school, etc.
- (28) Nicknames—especially of athletes; also of students who come from other schools.
- (29) The life of an athlete—training rules, diet, etc.

(30) Pictures and other works of art and how they came to be in the school.

(31) Experiences of students who are victims of hold-ups or who are called upon to serve as witnesses in court.

(32) The school building outside school hours—at night, during vacation, etc.

Study of Feature Stories. Since the feature story permits such a variety of subjects and almost unlimited freedom in the form of treatment, there are few principles that may be laid down for the student journalist. He will find much inspiration, however, in a study of feature stories from representative newspapers, which will serve as models of style. The high school newspapers, obtained as exchanges, will also offer encouragement by illustrating what has been done by students.

Human Interest Story. This human interest story, clipped from the Indianapolis *Star*, is the story of a pet duck. It had peculiar human interest because of the fact that this same duck had been the subject of several previous stories, at one time "getting her picture into the paper." The story has a clever head, the inconsistency between "Elmer" and "she" being utilized later as a point in the story. The style is simple and well suited to the material:

ELMER SWALLOWED LIVE BEE, MAYBE, ANYWAY SHE DIED

**Educated Duck Passes On,
Leaving Private Pond
for Frog and Fish.**

Elmer is dead, but her soul is marching on.

It is believed that a passing bee, snatched by Elmer in an unguarded moment, and hastily devoured under the impression that it was some bug filled with more caloric qualities,

caused the death of the famous educated duck of the North side.

The family of Charles S. Maxwell, 5558 Central avenue, who have owned and petted Elmer for more than three years, ever since a chicken hawk deposited her, a pin-feathered duckling, in their back yard, are in mourning.

Elmer, who masqueraded under a hearty and swaggering masculinity until that astounding day when she laid an egg, when it was too late to change her name, had many engaging qualities and talents. Her many gifts had endeared her to everybody in the neighborhood, and she had a quacking acquaintance with practically everybody for a radius of six blocks of the Maxwell home. She reserved, however, her tenderest passages and her most winsome tricks for Mr. and Mrs. Maxwell and the three Maxwell boys, Dick, Bob and Jack.

Frog and Fish Come.

It was expected that Elmer would live to a ripe old age, enjoying her private duck pond and a constantly increasing circle of friends, but Mrs. Maxwell happened to glance out of the window, and there was poor Elmer, flapping feebly about in her pond. Elmer was rescued ere she could drown, but soon passed on. While no X-rays were taken, it was believed that a bee, too quickly gulped, had proved a fatal dish for Elmer.

Since Elmer's passing, there was some talk of filling up the pond, as the memories it called up were too poignant. A transient bull frog came, uninvited, and occupied the pond for a week end, making numerous loud remarks on his new quarters; then, for reasons best known to himself, passed on.

The pond is now occupied by a pair of sunfish that arrived home with a neighbor after a fishing expedition. It was a pleasant surprise to the sunfish to be turned into a neat pond instead of a frying pan, and there they now are.

"But I don't think we'll ever have another duck," said Mrs. Maxwell.

Timeliness. The following feature story, also from the Indianapolis *Star*, makes a large use of the element of timeliness, an element frequently found in such stories. The story appeared on August 17, which fact gives point to "heat psychology." It was also a time when the "cross-word puzzle" was just coming into vogue. The underlying humor is another element of interest.

Cross-Word Puzzle Wins Over Heat Psychology at Columbia

A dozen students in a psychology class at Columbia university forgot the heat recently and became properly thrilled when they worked out cross-word puzzles as a test in experimental psychology. Without qualification, the hand-embroidered snow shovel went to Harold E. Jones, an instructor in psychology, who finished the puzzle in ten minutes. His nearest competitor was Dr. John Storck, an instructor in philosophy, who accomplished the puzzle in twelve and a half minutes.

Since the test was compulsory in the summer extension course, no discount was allowed for temperature or the four-letter word meaning gosh, it's awful.

There were more women than men in the class. Whether everybody got the same results was not revealed, for as soon as the class had finished the instructors became excited and wanted to try the puzzles themselves. So instead of checking up on the pupils, Dr. Mortimer J. Adler, instructor in psychology, who had charge of the class, adjourned to another room with Dr. Storck and Mr. Jones and tried the puzzles.

One of Difficulty.

The puzzle was of average difficulty—one of those edited by Albert Braun, of the New York Herald-Tribune cross-word puzzle department, and which Herald-Tribune readers look for each Sunday.

The students were delighted. Each had to register his reactions after the time limit was exhausted. So Miss Marion T. Lowell wrote:

"I found it very exhilarating. When there was difficulty I shivered with annoyance and excitement."

Madge M. Banner wrote it was pleasant and lots of fun. Ellen Watson of Brooks hall, Barnard college, stated:

"Pleasant and fascinating. If it is fatiguing I am unconscious of the fact."

Another wrote: "As puzzling as puzzles should be. Great for passing a whole day."

Whether the test, compulsory now, would eventually add credit for acquiring a college letter or whether some day there would be Olympic definition hurdling on the hottest day of the year was not determined.

Personality Sketch. In the following "N.E.A. Service" feature story the personality idea is played up. The story was illustrated. Above the picture appeared the caption, "93—Rich—but Sells Peanuts." Below the picture appeared the line, "Charles Horton, 93-Year-Old Peanut Butcher, Selling His Wares to Jack Pickford and Ann May, Two of His Movie Patrons."

The story is told with effective simplicity:

By NEA Service

SUNLAND, Cal., July 1.—Charles Horton probably is the oldest and richest peanut vender in America.

He is 93. He owns property worth considerably more than half a million dollars.

His holdings include a twelve-acre orange ranch and several dwellings in this prosperous little California valley, and the Horton building, in Chamber St., near the city hall in New York.

A retired member of the New York fire department, he has been drawing a substantial pension for years. And from the Government he gets \$72 monthly, for he served with the 24th New York Independent Battery during the Civil War. But that is money he says he hasn't touched in forty years.

Yet he sells peanuts, from a basket, as earnestly as though his very life depended upon it. He says it does, indeed, although his well preserved, energetic person hints still a span of years.

"The minute I quit doing this I'll die," affirms the aged vender, soliciting trade among an assemblage of motion picture folk who come here almost daily on location.

"Folks seem to think it's just as queer for an old man not to retire after he's made his fortune as it is for a young fellow to loaf before he has. That's one of the tragedies of energetic age—to have the harness stripped off you when you're still rearing to go.

"I've always honestly liked money and business. And I'll not pretend to have tired of it now."

High School Feature Stories. The following feature stories are taken from high school newspapers to illustrate the ability to be expected of high school students.

Simplicity. The first story is similar in its subject to the one just quoted. It deals with a peanut stand and a peanut vender the writer passes on his way to school. The simplicity of the story and the corresponding brevity are especially to be commended:

THE PEANUT STAND.

The peanut stand at Dupont Circle is a familiar institution of that neighborhood. I have to pass it every day. Often I stop to purchase a bag of peanuts or popcorn and in the winter hot chestnuts. The stand itself is a large brown weather-beaten push-cart. Half of its surface is taken up by a glass-enclosed case in which the peanuts and popcorn repose. There

is always a light in the case to keep the peanuts hot and to pop the popcorn.

The peanut man himself interests me most. He is a tall, middle-aged Greek, inclined to be stout. He wears a threadbare corduroy suit and an equally ancient cap and a red handkerchief around his neck. In cold weather he wears an army overcoat. He has an enormously fierce brown moustache offset by his kind brown eyes. I once inquired if he were French. He replied, "No, no, Miss, I am from da grrrrrand countree, Greece."

I then asked if he made much money, he shrugged and replied, "Da people lika da peanut."

History repeats itself, and after studying the lives of notable immigrants like Andrew Carnegie and Magnus Johnson, who dares say that the grandchildren of my old peanut vender will not be captains of industry or brainy congressmen in the next decade?

The Western Breeze, Washington, D. C.

Commonplace Subject. This story of the circus is an interesting treatment of a subject that is of perennial interest to old as well as young. The element of timeliness is played up to excellent advantage in the opening line, while the reference to the "posters" leads toward the body of the story. The development shows ability on the part of the writer to use an abundance of vivid details:

THE CIRCUS IS COMING

Spring is here! How do I know? Just look outside. Blue sky and green grass, soft warm breezes, housecleaning? No. I mean the circus posters which are decorating our landscape just now.

"The circus is coming," says the man, and looks back to his boyhood.

Big tents, many colored flags, jostling crowds, money that burns holes in pockets, ice cream cones, peanuts and popcorn and pink lemonade, hurdy-gurdies and blaring brass bands trying to outdo each other, magic cures sold by Indians, enticing side shows and, above it all, the strident voices advertising "Biggest menagerie on earth!" "Only wild man in captivity!" "The world-famous equestrienne!" Acrobats, clowns, dancers, tight rope walkers, wild Westerners!

Lessons and tasks disposed of (more or less), the children, including the grown-up ones, hurry away to the circus—synonym of miracles and romance.

Mysteriously, unconsciously, they acquire bags of sweets. They pile into the wooden apologies for seats, popcorn and peanuts, and lollipops and all, wide-eyed with excitement and the marvels they see. Two hours of delirious joy are spent in absorbing breath-taking stunts and an indigestible conglomeration of the edibles peculiar to circuses.

All things must end, so at last it's home again, and to bed. Then here it is, after the sandman has made his visit, that that which the eye has seen combines with that which the mouth has eaten: elephants swim in pink lemonade—the wild man eats lollipops—peanuts walk the tight rope—a clown balances an ice cream cone on his nose.

The circus is coming! Hurrah!

—*The Fortnightly*, South Philadelphia High School for Girls.

A Touch of Originality. This short feature story is a clever association of ideas. It is typical of a large group of possible feature stories on popular fads. The writer has shown good judgment in being satisfied with one element of interest—originality, which is sufficient to hold the attention of the reader. The story illustrates the virtue of “restraint,” so much to be desired in feature stories:

Dogs Set Mode Of Neckwear For Flappers

It's true we lead a dog's life now-a-days. The humble hound has at last set the rage for collegiate curiosities in the form of his only artificial covering, the dog-collar.

Little did the modish matron of the 400, as she girdled a choking band glistening in gems or gleaming velvet about her neck, or the patient pup, snapping drowsily at the flies in the sunshine, think that in the year of flappers and sheiks, 1925, the younger generation would adopt the most simplified dog-yoke sold in the market, and, passing it through the original slicker collar, would be happy in the assurance that they were right up to the neck with fickle fashions.

In conclusion we wish to ask: Will or will it not be necessary to apply for a license plate bearing our name or nick-name to attach to that leathern bond of servitude to fashion before appearing in the street not guarded by a parent?

—*Blue and Gold*, East High School, Cleveland, Ohio.

An Interesting Experience. The material for this well written feature story was provided by the unusual experience of a boy's attempt to make an apple dumpling in a domestic science kitchen. The writer has the advantage of having felt what he writes about. Good use is made of the narrative element in getting development. The headlines of the story were: "Sauce Spoils 'Swell' Feed for 'Flat' as Scarab Scribe Learns Culinary Cutups."

Can a boy—especially a freshman boy—hope to compete with "mere girls" in the art of cooking? This has been a moot question around the office of late, and since the regular feature writer has faithfully promised to take a cooking lesson for the past six months and just as regularly found excuses for not taking it, I swallowed my native timidity and meekly assented to take the assignment.

"What'll I do?" I asked the editor.

"Oh, just go up to some seventh period cooking class and do what they tell you," he replied.

So I went up to the third floor to see Miss Grace C. Bahls, teacher of domestic science. The chemistry department furnished me with a rubber apron, and I waited until all the girls got in. They giggled and tittered at me.

Miss Bahls called the class to order and announced that the subject was apple dumplings.

This is the recipe which is supposed to be an apple dumpling:

One-fourth cup flour,
One teaspoon salt,
Two tablespoons of milk,
One teaspoon baking powder,
One-half tablespoon fat,
One-half apple (slice as though for pie).

As Miss Bahls was explaining the operations, I became confused, so I chatted with Gladys Lightner, Scarab reporter and my bodyguard during the lesson.

The girls prepared to lay out their utensils, which caused an enlarged racket. They all went to the table upon which were the ingredients, so I had to wait my turn. I am ashamed to say I came up last. As if I couldn't elbow my way into a crowded subway!

I put my flour into a bowl, but my neighbor told me to sift it in. After mixing the fat, baking powder, milk, and salt, I was shown how to apply knives to cut it every which way. After a few moments of slashing, dough appeared in the bowl, at which I began to take an interest in my occupation. Miss

Bahls told me to put some flour on the dough and roll it flat with a rolling pin. My efforts resulted in the dough sticking to the pin.

The recipe then called for a peeled and sliced apple, which I prepared. My peelings were large enough to feed a cow, and what was left I ate. Sugar was put on top of the sliced pieces of apple I had spared, and the dough was made to enclose them. I forgot to put in butter so I kept silent.

My dumpling was put into the oven, after which my guide and I began to make some vanilla sauce to spread over our dumplings. I prepared the sugar and flour, while she did the rest. I misunderstood this operation.

I began to boil some water, but forgot to light the gas. My syrup almost went without any vanilla. Unwatched, I emptied what was left of the sugar into the syrup.

My mouth watered as the baked biscuit came out of the oven—I was innocent of my doom. We had to clean up before we were allowed to eat.

After all this was done, I prepared to eat. I almost forgot my etiquette before ladies so I offered the girls my dumpling, but they kindly refused. I was insulted. I took one bite and rushed for some water. I had put some sugar in (I saw to that) but there happened to be a little more salt than called for.

When the bell rang, all of the girls rushed out. And I was still in there with two towels to wash!

When I had finished I resolved that I wouldn't complain any more about the cooking at home, 'cause "it's easier said than done."

—*Weekly Scarab*, East Technical H. S., Cleveland, Ohio.

Out-of-the-Way Sources. While there is an abundance of material for feature stories to be found almost anywhere the reporter may turn his eyes, good material is also found now and then in out-of-the-way places. This story was suggested by names that had been written on the back of scenery used in the school play. The first and second paragraphs only are quoted, the rest of the story being largely local in its application. The heading was, "Names on Stage Sets Reveal Histrionic Talent."

Very valuable bits of life history of those who have contributed to the star productions of the High School may be found "back stage" on the sets. Many have graduated and have gone on to write their names in the halls of fame—if the chance presented itself. Most every "actor" and "actress" who has contributed to the cast of a play, Hippodrome, musical comedy, or any activity that requires a setting of stage

scenery, has left his or her name written boldly on the back of the set of scenery that was put up for their performance. Some go so far as to try their hand at sketching themselves, as they looked at the time of their performance.

Scores of names can be found on the back of every set of scenery, in spite of the fact that it goes very hard for the one caught placing his name on the back of a set of the school scenery. Most of the sets have hundreds of names on them, and in all cases the writers have tried to make them as conspicuous as possible. The names of several students that have long ago graduated, are to be seen on several sets, usually as high and as large as possible.

—*Sooner Spirit*, Oklahoma City, Okla.

Practical Pointers on Feature Stories

1. Don't try to feature too many ideas in the same story. One may be sufficient.

2. Don't pass by a good feature story while looking for another.

3. Give much thought to the opening sentence. It should grip the attention at once.

4. Make a rapid draft of your feature story while it is fresh in your mind. It may be revised later.

5. Be original. Don't copy the features of other school papers. Start something of your own.

6. Study "human interest" values in life about you.

7. Cultivate a flowing style that makes reading easy.

8. If you are a reporter for your school paper, keep in your notebook possible subjects for feature stories.

9. Remember that feature stories are read for interest rather than information.

10. Look for unusual and interesting people for personality sketches.

11. After starting a feature column in the school paper, continue it until the interest has had time to develop. Drop it when the interest begins to lag. After having been started, a feature column should be continued, if possible, to the end of a semester or school year.

12. Do not use strongly personal material without the permission of the persons involved.

13. Make use of the season of the year and the school calendar to give your story timeliness.

14. Draw a sharp distinction between humor and foolishness.

15. Feature stories may be used with good effect in giving publicity to coming events.

EXERCISES

1. Find in metropolitan newspapers several good feature stories for your scrapbook.

2. Study the following feature story from *Manual Arts Weekly*, Los Angeles, Cal. Discuss the style and the news and entertainment values.

Oranges! Oranges! One could hardly believe there were so many oranges. However, a glimpse of the interior of the Orange Show Tents in San Bernardino will convince.

Towers with lovely decorated windows, Japanese houses with bridges made entirely of oranges, all of these constitute the wonders of the Orange Show. Fountains shooting in the air, while beautiful colors are reflected in the spray. Little pools surrounding the bridges, are filled with trout and beautiful goldfish. The spray falls upon the surrounding oranges, and makes them look so cool and delicious that one can hardly resist taking one. Woe be unto you, however, if you yield to that temptation!

As you proceed further down the line, the different manufacturers are displaying their products. Coffee, coca cola, hat blocking, washing machines, and ice cream companies all have their neat little corner. One emerges from this vicinity with countless numbers of souvenirs, all donated by the earnest business men. Rulers, thimbles, feathers, countless numbers of pamphlets, and bills are at one's disposal.

After having torn oneself away from the automobile department, tho it is certainly hard; after sitting in a wonderful limousine (just to see how the cushions feel), one wanders at last out where the concessions are. Here is a young Venice. All sorts of kewpie dolls are to be had for merely spinning a wheel. One notices very few dolls being carried away by the elated victors, however.

The sweet strains of the "Merry Go Round," mingle harmoniously with the organ grinder and his monkey a few steps

away, while the music for the Hawaiian dancers forms the grand finale.

After being shoved mercilessly to and fro by the other pleasure seekers, one at last fights his way back thru the crowded, stifling tents out into the fresh air and freedom, feeling glad that he saw it, although he saw it under difficulties at times.

Homeward bound at last, one feels that now he can relax and rest, but the struggle must continue, whereupon you resign yourself to the fray and proceed to fight traffic all the way home. On the whole an interesting day, but a strenuous one.

3. Attend some local exhibition—an automobile show, county or state fair, bazaar, etc. Write a feature story as suggested by the one clipped above but do not imitate it. Use your own natural style.

4. Write a human interest dog story from the following skeleton. Dog named "Spot." An ordinary dog. Owned by a tailor, who kept chickens. Dog fond of eggs. Owner saw him eating eggs. Took him in car and drove sixty-five miles. Took dog from car and drove him away with stones. While throwing stones at dog, lost his bill-fold. Did not discover the fact till he got home. Heard whine at door next morning. There was dog with bill-fold in his mouth. Man was surprised at first. Then he was happy. Spoke kindly to dog. Decided to keep him.

5. Write an original human interest story on a dog, cat, or some other pet.

6. Select a humorous incident from your early childhood and develop it into a human interest story that brings out child character. Incidents from the experiences of younger brothers or sisters or children in the neighborhood will serve the purpose just as well.

7. Watch the joke column of the school paper for an interesting suggestion and develop it into a short feature story.

8. Obtain a pamphlet on a subject that might be made interesting for a high school paper and write a signed feature article. Such material may often be found at the public library. A folder on some educational matter, such as choosing a vocation, is good material.

Instead of the above, if you prefer, write on some subject on which you have rather complete or unusual information. Hobbies and after-school jobs are suggested as possible sources.

9. Write a feature story that gets point from its timeliness. The weather and some special day, such as Thanksgiving or Christmas, are possibilities.

10. Write a feature story on the dress of high school students, working in as concrete details some of the latest fads.

11. Write a feature story of outdoor life, involving several students in the school. A picnic, excursion, or hike will furnish good material. Feature some humorous incidents.

12. Write a humorous feature story on the try-outs for the senior play or the taking of pictures for the school Annual.

CHAPTER X

SPECIAL TYPES OF NEWS COPY

The Interview Type. Among the other types of copy that add variety to the news columns and are suitable for use in the high school newspaper, is a group of stories that are known as the *interview type*. Ordinarily the term *interview* is used to apply to the *personal interview*, in which the reporter gives the impressions that he, as an audience of one, has received from some prominent person as the speaker. Speeches, sermons, court trials, banquets, and conventions may also be included under the interview type because they are written by practically the same formula as the *personal interview*.

Special stories based upon published reports, magazine articles, or books are similar to interviews, since they give the writer's impressions of some one else's thought. The only difference is that such thought was committed to the printed page instead of being expressed orally. The interest in all cases is essentially the same in that the reporter brings to the public interesting things said by interesting people.

The Person Interviewed. The news value of an interview story lies chiefly in the appeal of the person interviewed. He may be a celebrity whose remarks on the most commonplace subject will be of interest to every one; or he may be a most commonplace individual who is discovered by some reporter to possess a most unusual story. As a successful man he may provide a career sketch that will be read by a large group of readers who are looking for the secrets of success in life. As coming from an authority in his field, his words will command respect. As the expression of a man who knows, his opinion will carry weight as a forecast of the

probable outcome of various attempts to solve various problems. As a man who has lived his life in his own way, he will appeal to the average reader, who is interested in knowing "how the other half lives."

High School Papers. The interview story has large possibilities for high school papers. The high school is becoming more and more closely related to the community. Such a favorable situation opens to the student in the journalistic writing class almost unlimited opportunities to obtain interviews. The mayor of the city and his official family, judges of courts, the chiefs of police and fire departments, and prominent men in all professions will almost always grant an interview to a high school boy or girl, if the request is made with proper courtesy and the purpose of the interview is understood. Having arranged for an interview, the high school student journalist may feel that he has discovered a sure source of interesting copy. Unlike the general sources, the personal source almost guarantees a good story. The student's problem is to get it.

Conducting the Interview. The requirements of a reporter in conducting an interview were covered in a general way in Chapter V, "Reporting the News," and should be reviewed at this time. The following points deserve special emphasis for the benefit of the student reporter:

- (1) Be courteous in your approach. The person you are about to interview has his mind occupied with other things. Do not intrude upon him but consult his pleasure as to the time and place of the interview. If the material is likely to be timely, arrange the appointment a sufficient number of days in advance so that you may publish the story while it has news value.
- (2) As soon as the approach has been made, state the use

you intend to make of the interview story. If it is to be published in the school paper, it should not be given to any other publication without the permission of the person interviewed.

- (3) After you have arranged for an interview, if the person is prominent, it is well to learn as much as possible about him and his work, so as to be able to ask intelligent questions.
- (4) Most interviewers have in mind at least a few definite questions to ask, so that they may be sure that the person interviewed will give the information desired. It is embarrassing and perhaps impossible to go back a second time to obtain facts that were omitted.
- (5) In conducting the interview, do not ask questions so long as the person is talking freely and along the general lines desired. If he seems unable to make progress, fall back on the questions that were prepared beforehand.
- (6) The professional interviewer will be able to trust much to memory; the high school student will have to take notes before the interview has gone far. This should not cause him disappointment as the person interviewed will usually be favorably impressed with the student's desire to quote him accurately.
- (7) Speak correct English. As a representative of your school, you have an opportunity to create a favorable or an unfavorable impression. As an exercise in oral composition an interview cannot be excelled. An easy, conversational manner is the best style of speech. Remember that you are a listener; let the other person do most of the talking.
- (8) Do not interrupt with questions unless it is absolutely necessary. Do not permit the person to ramble on, however, without giving you satisfaction. If he is

wandering off into bypaths, call him back to the main road by a pertinent question.

- (9) Write the interview story as soon as possible after the interview. There are many details you will not find in your notes that may escape your memory.
- (10) After having completed the interview, do not fail to express your appreciation of the favor granted. A further courtesy is to send a copy of the paper containing the published story. The proper treatment of a person interviewed may mean a loyal supporter of your school and a valuable source of other interesting interview stories.

Writing the Interview. The interview story differs from the conventional news story in the freedom the reporter has to give his impressions. If the interest of the interview is related to the life story of the person, a character or career sketch may well be included in the story. A description of the person or his manner while being interviewed often adds vividness and interest.

The Lead. Most interview stories carry a lead, resembling that of a conventional news story. There are a number of ideas that may serve as features of the lead:

- (1) A direct quotation of some striking thought is the most common opening.
- (2) An indirect statement of the principal thought.
- (3) The name of the person, if prominent.
- (4) The general topic discussed during the interview.
- (5) The time or place may serve if they are particularly important or if there is no better idea.

The Style. The style of the interview is much like that of a feature story because the material appeals more as a matter of entertainment than of news. The style is, therefore, more

inclined to be literary than journalistic. Exact quotations will tend to give the interview continuity. Punctuation is important. The student should refer to the style book, "Rules for the Use of Quotation Marks," p. 286.

Interview Stories. The following story, appearing in the *New York Times*, is an interesting account of a high school boy's impressions of New York after seeing it all by himself. The head and lead are very well done and carry the interest of the reader into the body of the story, where the account of the boy's actual observations maintains the interest to the end.

DIXIE BOY, ALONE, SEES ALL NEW YORK

Visits Library, Museums, Parks,
Zoo, Coney Island and a
Lot of Other Places.

'STUNG ONLY ONCE,' HE SAYS

Editor's Son Made to Pay a Nickel
for Newspaper "Plainly
Marked 2 Cents."

Each day furnishes new thrills for William Keith Saunders of Elizabeth City, N. C., now at the Irving Hotel in Gramercy Park. William Keith is 13 years old, and he is not only doing New York all alone but, according to his own story, making a very successful job of it. He came to New York about ten days ago with his father, W. O. Saunders, publisher and editor of *The Elizabeth City Independent*. Shortly after they arrived Mr. Saunders had to go to the Post-Graduate Hospital for a minor operation. His advice to his son was brief and to the point. "Be good, but see all there is to see."

Although Norfolk, Va., was the largest city the boy had ever seen, he started out undaunted to see this city. He said he was not the least bit frightened at being left alone so far from Elizabeth City.

"Gee, but New York is a great city," he said. "I have seen more things last week than I ever saw before. I have been to the Museum, to the library, the parks, the Zoo, to Coney Island and to a lot of other places. No, I never had any trouble in getting around. I generally ask a policeman, and once I get started in the right direction I make out all right. Once I got stung, I bought a paper which was plainly marked 'two cents,' but the woman would not give me any change for the nickel I gave her. But really that don't count.

Saw His First Prizefight.

"The other night I went to a prizefight. It was the first I ever saw. It was great. The man in the box office would not sell me a ticket. He said I was too small, but I waited around until I saw a kind-looking man who was going in and he bought me a ticket and I went in with him."

William Keith said that what he really enjoyed the most was the visit to the art gallery. He said he enjoyed looking at the pictures. But then, William Keith is a poet. He has contributed several poems to his father's paper. He has written on the flag, one on Spring, another on mother, and he mentioned half a dozen other subjects.

"I certainly enjoyed my visit to Coney Island," he said. "I saw everything there, and don't forget I had a hot dog. I wish we had a Coney Island down home. I got a good laugh out of some of the things I saw there, and I only wish I could have stayed there longer. Did I have any trouble finding my way down there? Why, every one in New York knows where Coney Island is. A man told me what train to take and I simply stayed in the car until we got there.

"The policemen are fine. Every one I asked for directions not only took the trouble to tell me what I wanted to know but they took a very kindly interest in my welfare. It isn't hard to find one's way about New York, and sometimes I did not have to ask the way. It was not confusing but you certainly have to take care in crossing the streets."

The boy is in his first year in high school, and he confessed he was ambitious to become a newspaper man when he grew up.

"My father is a newspaper man and I want to be one just like him," he declared. So, to a certain extent he looks upon his visit to New York as a means of gaining experience for his chosen profession.

"I will have a lot to tell about when I get home," he said.

The following, from the Chicago *Daily News*, was one of a series of career sketches, written for "Boys' Week." The method of treatment and the general style are to be noted carefully. The description is particularly vivid.

JUDGE OLSON BEGAN LIFE AS A HERDSMAN

Practiced Oratory While He
Kept Guard Over Sheep
and Cows.

(Introductory Note)

BY HERBERT M. DAVIDSON.

"Gentlemen, I want you to understand that, although this is a court of justice, it is a court of justice tempered by humanity. Do not imply that I am asking you to be merciful. You need be guided, not by sentiment or oratory, those serpents in the Eden of rational thinking, but by the facts, gentlemen, the facts!"

The ringing syllables, the pompous redundancies, were those of a country attorney pleading some insignificant case. But the voice of the speaker was inappropriately shrill and high. Occasionally it broke into a ridiculous falsetto, and again dropped suddenly to a deep bass, stumbling a bit over the longer words.

Nor was the scene a courtroom. As far as the eye could reach there stretched the wooded, rolling hills of central Kansas. In lieu of a bench, the speaker respectfully addressed as "your honor," a grassy knoll, covered with wild flowers. A flock of sheep, apparently listening with passive attention, took the place of a jury.

The orator paused, spat with dignity, stamped emphatically on the soft grass, and continued. Finally, after a resounding peroration, he made a curious gesture, as if reaching for something, and then slowly placing it on his head. A wise-looking old ram, blinked at him admiringly.

Imitating Noted Attorney.

Could the reader have looked through the eyes of the ram he would have seen a short but robust boy of 11, clad in a gingham shirt and nondescript trousers somewhat the worse for wear. But in the boy's mind he was something altogether different. His spirit, temporarily disembodied, had taken the form of his hero, a certain Judge Walker, who was foremost attorney in the rapidly growing village of St. Mary's, Kas. His words and cadences were those of Judge Walker, his emphatic stamp was that with which Judge Walker was wont to pound

with his wooden leg on the acoustically perfect courtroom floor, the article he had, in imagination, placed solemnly upon his head was the top hat, which, to the boy, gave the judge his crowning dignity.

Alas, when the boy, who addressed the jury of sheep, became in fact an attorney at law the top hat which was the dearest object of his dreams had gone out of style for lawyers. By the time he became Hon. Harry Olson, chief justice of the Municipal court of Chicago, even a judge could not wear one without exciting ridicule.

From High School Papers. The following, from the *Shortridge Daily Echo*, Shortridge High School, Indianapolis, Indiana, is an interview story of the personal type. It shows what interesting material may be obtained and is written in good style. The topic should be especially interesting to high school students in the journalistic writing class, as it deals with the career of a newspaper man.

Kin Hubbard Gives Account of Origin of Novel Feature

**Famous Humorist Reveals Facts
of His Journalistic
Career.**

BY EUGENE LEEDY.

"After a high school boy gits so he kin name th' president o' th' United States, an' kin tell what ocean sweeps th' Atlantic seaboard, an' has got th' coal an' wood safely on th' back porch, it won't hurt if he plays a little basket ball," says Abe Martin in commenting on the present sport season.

Kin Hubbard, the creator, voice and wit of Abe Martin, sits before a flat-topped mahogany desk in a spacious office seven stories above the bustle and hum of Washington Street, in the News Building, while he voices his quaint philosophy on human nature through the medium of Abe Martin, or writes humorous remarks on people, events, or fashions.

Mr. Hubbard is quiet and unassuming, enjoying the simple mode of life, and is distressed by fashion or style.

Says Abe Martin: "Next t' listenin' t' th' minutes of a

previous meetin', ther hain't nothin' as dull as a high-brow concert."

Frank McKinney Hubbard—which is his full name—familarly and universally known as "Kin," was born in Bellefontaine, Ohio.

When asked when he was born he said, "Longer ago than you might think. I don't talk much about my age, because lots of folks think that when a fellow gets past thirty he doesn't amount to much. I've been grown up for a number of years, have a wife and two children—a girl just at the age to talk too long to peddlers and letter carriers, and a boy, who is just beginning to press his trousers every day, and apply some kind of lotion to his hair."

When a young fellow, Mr. Hubbard was much interested in drawing.

"During this period of my life—in my teens—I made a tour of the South as a silhouette artist. I closed at Louisville and walked home," remarked the author of Abe Martin.

Mr. Hubbard also was interested in theatrical performing when a young man. He organized and managed many shows which played in his home town, Bellefontaine.

Later, because of his talent in drawing caricatures, Mr. Hubbard was employed by the News.

"Until I started Abe Martin," he said, in commenting upon the genesis of the feature, "I was employed solely as a caricaturist, attending all political conventions. I supplied the paper with single-column cuts and 'splatters,' and toured Indiana from time to time with political celebrities.

"Now, in drawing pictures of odds and ends of humanity as seen in a convention, or on a political tour, naturally I had to write a few lines under each sketch to identify it, and some times I tried to make these breezy or humorous. During the Roosevelt-Parker campaign in 1904, I used a country character in these pictures. I rather liked him, and wanted to keep on with something of the sort. So, on the day after election, with no more campaign stuff to be done for a while, I used a country fellow in a small picture by himself, with a non-political comment. Thus was Abe Martin born. He has appeared daily in the News ever since."

This story, from the *Weekly Register*, Central High School, Omaha, Nebraska, is largely a news story but is much brightened by touches of the interview style, especially in the opening paragraph. It is to be noted that it contains the impressions of a number of different persons.

Boys Greatly Enjoy Work on "Omaha News"

**Lester Lapidus Supervises
Work of Entire All-
Boy Staff**

MUTUALLY BENEFITED

"It's a great life. Nothing like it," was the general verdict of Lester Lapidus, editor and publisher of "The Daily News" for one day, Tuesday, April 29. Lester calmly supervised the workings of an all-boy staff which edited eight editions of the "News" as part of the program for Boys' Day in Industry during National Boys' Week. The staff was composed of the boys in the journalism classes of Central, Technical, Creighton, South, and Benson high schools who covered the news, wrote the stories, solicited and prepared the ads, managed the composing, and in every way "put out" the paper.

Mr. Joseph Polcar, publisher of the "News," was very complimentary to the youthful staff. According to him, "The new staff did excellently. They were interested, and showed more knowledge of the game than I thought they would have."

One regular reporter confessed, "The boys weren't alone in benefiting today. I learned more from the radio editor than he learned from me."

Mr. W. O. Wiseman, who is in charge of the Omaha "News" declared, "It was a most interesting exhibit of the intelligence and knowledge of high school boys."

Some of the office reporters, however, smilingly suggested for the benefit of the future journalists, "A little more speed in some of those boys wouldn't have been a bad thing."

Credit for the complete success of the day and for the valuable experience gained by the boys is due to Mr. Neal Jones, managing editor of the "News," who started the movement, and to Mr. W. G. Murphy, city editor, who gave the boys information concerning their various duties.

The following interview story from the *West High Weekly*, Minneapolis, Minnesota, is not only excellent from the journalistic point of view but interesting because of the material it contains. The headlines, the lead, the development, and the closing paragraph should be noted carefully.

Dr. Van Doren Likes School Publications

Says Newspapers Give Students Chance to Express Own Thoughts

ASSERTS GIRLS ARE BECOMING LEADERS

Skeptical Ideas Unnecessary for Civilization to Go Forward

"School publications are grand ideas," remarked Dr. Carl Van Doren, instructor of English at Columbia and literary editor of the Century. "They do not always contain the best literature but they do have the growing generation's thoughts which oftentimes are worth while.

"I am a firm believer in school papers and magazines," he said, "because they give the students an outlet for their thoughts, which they might otherwise have to keep in their systems for many years and some times forever. If they have something to say, I believe in letting them say it while it touches a strong feeling in them."

East and West Differ

When asked the difference between the eastern schools and western schools, Dr. Van Doren said, "There is very little, if any, co-education in the East, while in the West there is co-education in almost every public school or university. Other than this there is no difference between the eastern and western schools. Co-education in a way is bad for the girls, because the boys all take the leadership, and will only occasionally condescend to throw to the girls a few 'plums.'

"This is gradually changing," he said, "and I am glad of it. The girls are beginning to come into their own. They are developing a leadership for themselves. They have become active participants in sports, becoming in many cases better athletes than boys.

"One can say," he continued, "that in the last few years the

boys have been 'bottled up' while the girls have been given their freedom. Perhaps that is the reason why girls have done things that shock the last generation.

Freedom Essential

"Freedom is a quality that we all like. It is sometimes defined as restlessness, but even so it is freedom in different forms. There was a time when the boys had all the freedom. That was in the pioneering age when there was land for everyone in the West. When boys would settle on this land their restlessness would gradually disappear. But now the land in the West is all gone, and the boys are still restless. Their main recourse is sports and occasionally cooking and sewing. There are Boy Scouts, who in order to express their pioneering spirit, go camping and live in the great outdoors. They become internally interested in sports because they help feed the soul. Girls join the Campfire Girls and Girl Scouts for the same reasons. It gives them an outlet for the feelings they have accumulated only in the last few years. There was a time when girls would marry between the ages of 16 and 22. After the age of 22 they were considered 'lost.' Nowadays girls don't marry so young; therefore, they have six or seven years in which to enjoy freedom.

"The new generation," Dr. Van Doren stated, "does not believe in superstitions, which is a fine thing. I have contempt for anyone who does. They think quickly and for that reason they need speed such as the automobile affords. They have found fun in thinking and experimenting. Sometimes there is an unhappy ending to this, but more often it is a happy ending.

"Our civilization musn't be built on skeptical ideas," Dr. Van Doren concluded, "and the rising generation by doing away with nonsense is fast giving us these ideas."

Speech Reports. Speech reports give the high school student a still better opportunity for journalistic writing than interviews. While men and women who are worth interviewing may be very approachable to high school students, it may be difficult to find enough to give the students more than one or two opportunities during the course. There are usually several prominent men and women who speak before the school during the semester and whose addresses furnish excellent opportunities for speech reports. Also, the whole class may hear the same speaker and make

a comparison of their efforts to write an adequate report of the speech. If there is also a school paper, it will be interesting to compare the report of the regular staff reporter with that of the members of the journalistic writing class.

Reporting a Speech. As was previously stated in the chapter on reporting, most newspapers obtain advance copies of important speeches, even if it is necessary to buy them. This does not make it unnecessary to cover the speech, as it may not be delivered just as it was written. Even small variations may prove interesting, as they may have been caused by some local circumstances of the occasion. Speakers also make extemporaneous remarks that appeal to the local audience, and should enter into the speech report.

There are three essential sources of interest that the reporter must have constantly in mind while reporting a speech:

- (1) *The Speech.* Since the speech is the important thing, it should be the first, last, and constant thought. Even if the reporter takes shorthand or longhand notes or depends on his advance copy, he must listen carefully to get the emphasis as well as the thought. Touches of originality or timeliness should be especially noted because of their news value.
- (2) *The Speaker.* Much of the effectiveness of any speech is traceable to the personality of the speaker. Many speakers have distinctive traits that cannot be omitted from any accurate report of their speeches.
- (3) *The Occasion.* This may include all details not included under the *speech* and the *speaker*. The size and character of the audience, the response to the speech, place of meeting, and the decorations or other preparations for the occasion are all details that may be included in a speech report.

The Lead. The lead of a speech report may contain any or several of the details just mentioned. Frequently it opens with a direct quotation of some striking thought of the speaker. If there is no particularly good opportunity for this, the lead may contain a summary of the outstanding thoughts of the speech in the reporter's words. Such an indirect quotation is especially useful when it is desirable to cover much of the speech in the lead, as the reporter can state the thought more compactly than the speaker was able to do in talking to the audience.

Speech Reports. The following speech report, from the Columbus *Evening Dispatch*, shows a summary in the lead. It also contains a number of quotations in the body. The headlines are well written to cover the high points of the speech. The paragraph length and the terse style are typical of a well written speech report. The subheads should be noted, as they are characteristic of a speech report.

Maintain Army, Navy Until World Peace Assured

Coolidge Explains His Position
Regarding Armaments
in Address to Women.

PREVENT WAR BY LAW

President, However, Says Na-
tion Must Be Able to Defend
Self at All Times.

WASHINGTON, Feb. 23.—Proportionally as the nations make progress in creating effective tribunals for peaceful settlement of international differences they will find themselves able to lessen their military establishments, President Coolidge said

in an address today to delegates to the women's conference on national defense as peace insurance.

"If the rule of law were established and certain, then there would be far less need of armaments," the president said. "So as we advance toward security under the law, we shall be able to reduce the strength and cost of armaments."

Speaking to the delegates at the White House, the president made no direct reference to the pending move for another arms conference, but did take occasion to say that "a country so powerful in numbers and wealth, so fortunate in its location as our own can and should set an example of moderation in armament, and should invite others to pursue a similar program."

DESIRE UNIVERSAL PEACE.

"And whenever a particular nation shall convince its neighbors of such a purpose of moderation without aggression," he added, "it will be easier for other nations to adopt a similar attitude. The only enduring peace must be the peace of law, of order, of security and honor. Such a peace we wish for ourselves and we devoutly wish to share it with every neighbor in the family of nations.

"Universal and assured peace under the law of nations is an ideal to which all of us are devoted. It is true that we have not stopped wars. But it is also true that there is today a more definite and more widely entertained conception than ever before of the possibility to prevent war under effective rule of law.

MUST RETAIN ARMY.

"But we are compelled to recognize that national safety requires such a measure of preparedness as shall be the guaranty against aggression without committing the nation to militarism. For the present the most we can hope is to secure general acceptance, in good faith and without reservation, of the view that whatever armaments we create, whatever preparations we make, shall be limited to the reasonable requirements of security.

"I do not think we should set a good example by abolishing our army and navy. But we can afford to limit our militia and naval establishments so as to assure that, while determined and able to defend ourselves, we have no intent of aggression."

Another report, from the *St. Louis Globe-Democrat*, is headed and reads somewhat like a feature story. It is enlarged to include several speakers in the manner of a convention report.

Gutturals of Speech Declared 'Primitive' by English Teachers

'Uh-Huh' and Similar Nasal Colloquialisms De- plored, Along with Distortion of Such Terms as 'Sheik' and 'Date'

Professors at the college session of the National Council of Teachers of English, in convention at Hotel Statler, yesterday expressed numerous opinions on slang and otherwise corrupt forms of speaking among various walks of life.

Persons who indulge habitually in colloquial nasals, such as "uh-huh," "mh," "nh-nh," "ahem" and "humph" were advised by Prof. F. N. Scott of the University of Michigan to desist for a brief time so as to get back to the actual language.

To do so for a period of only five minutes in the ordinary conversation, he vowed, would be to learn something he or she had never suspected was in existence. These nasal expressions, he declared, harked back to primitive life. Such sounds, for instance, were common among the American Indians.

"A peculiar thing about it all," he explained, "is that few persons are really aware they use those terms until it is brought forcefully to their attention. I showed my treatise to a collegian friend recently and asked him what he thought of such primitive expressions, and peculiarly, he answered, 'Uh-huh, that's right; but I never use them myself.'"

Mencken Criticised

The sophisticated writings of H. L. Mencken, critic, author, editor and scholar, came in for the speaker's criticism, especially Mencken's popularized translation of the American Constitution, which is done in street jargon, he declared, presum-

ably for the benefit of persons having a fancy toward slang.

On the other hand, Mencken was championed by another speaker, Prof. C. C. Fries, also of the University of Michigan, who thought the writer was doing a worthy service by bringing to the attention of the public the fact of the corrupt expressions so common in everyday walks of life.

Miss Louise Pound, professor of English at the University of Nebraska, took a middle ground in bringing out some of the deviations of the present day from standard words and expressions. Her object was to urge teachers to consider patiently the present day tendencies as well as the dictates of the past.

However, she deprecated the evil ways into which some of our words have fallen, as an instance, the word "folk." There is a tendency on the part of some not only to say "folks," but "folkses." Some even go so far as to make an adjective out of it and say "folksy," she asserted.

Abuse of "Date"

"Imagine the popular meaning today of the word, 'sheik,' and also the word, 'date,'" she said. "The latter word is not only used by the younger set to mean an engagement, instead of a certain time, but it is also made to apply as a noun. You hear some girls say, 'Oh, my date was late last evening!' And 'pepify' is another word, which is a deviation from pepper."

At a business session at the close of yesterday afternoon's meeting,

the Nominating Committee reported the name of T. W. Gosling, superintendent of schools at Madison, Wis., as its choice for president. Miss Alice Marsh, Detroit High School, was mentioned as first vice-president, and W. W. Hatfield, Chicago Normal College, for re-election as secretary-treasurer.

The council held its annual ban-

quet at the Statler Hotel last night. Walter Barnes, State Normal School of Fairmont, W. Va., was toastmaster. The speakers included Wilford M. Aikin, Burroughs Country Day School, St. Louis; Elizabeth Baker, Dallas, Tex.; Miss Marsh, S. A. Leonard, University of Wisconsin, and W. F. Melton, Emory University, Atlanta, Ga.

From High School Papers. This report from a high school newspaper, the *Central Luminary*, Kansas City, Missouri, illustrates what may be expected of students' reports of speeches before the school assembly. It has a well written lead, opening with a direct quotation. It is compact, well organized, and covers the ground rapidly. The story continued beyond the clipping, with three paragraphs of news items on the rest of the program.

Students Hear Civic Address by Dean Loeb

**Popular Missouri University Professor
Talks On City Rule**

"City government is of more immediate and practical importance to you than the state or national government," was a statement of Dean Isadore Loeb, of the School of Business and Public Administration of the University of Missouri, in his addresses at the double assemblies last Friday morning on the proposed city charter.

He explained as he continued that the United States has had the least success in city government but has made more experiments in that line than in both state and national governments. Dean Loeb traced the evolution in the forms of city government, and briefly discussed the city manager plan which is the basis for the proposed Kansas City Charter. He noted that concentrated powers and a firm business basis were the merits of the plan.

In closing he commended the city manager form of government as the best known form of present city government, showing how vitally its merits concern each Kansas Citian, due to

the election which will be held in a few weeks, at which time it will either be adopted or rejected by the citizens.

"If this plan is put into effect in Kansas City, the city will be divided into four districts and one representative elected from each district. Four more will be elected by the city at large. These men will choose a mayor who will act as president of the council. The city manager, or the mayor, will execute all matters decided by the council; will appoint and remove heads of all administrative departments except the park board; and will supervise and control all departments of administration."

In a private interview, Dr. Loeb told of a few features of the University of Missouri. One of these was the fact that all freshmen are required to take a three-hour course in citizenship, together with their English work.

The Advocate, Lincoln, Nebraska, contained this excellent speech report, a part only of which has been clipped. The use of quotations is a principal source of effectiveness. The writer's knowledge of journalistic style has enabled him to write a report that is far above the average of high school newspapers.

Shaw Speaks to Students on Success

**Former Governor of Iowa and
ex-Cabinet Member Holds
Attention of Audience.**

**H. H. WILSON PRESENTS
SPEAKER IN ASSEMBLY**

"You remember only what you think, not what you see or hear," stated Leslie M. Shaw, in the assembly, honoring Lincoln's birthday, Wednesday, February 10. He spoke to the students on the philosophy of life—analyzing the interests of the young people of today as being all in the future and in success.

"You fall below your own standards and do not do as well as you can," he declared. "There is a certain success that has no money back of it.

"Education is what you have left after you have forgotten

all you have learned," he declared. He explained that a man who can forget everything except what he is doing is really educated. Citing Thomas Edison as an example, he said he would forget to eat or sleep because of the interest in his work. "One can get education in many ways, but one can't get education in any easy way."

Speaking of industry, Mr. Shaw said the world keeps a one-price store and the one who pays the price gets the goods, and few get what does not belong to them. School teaches one to get more out of life and physicians try to get more out of life.

"When boys come to me asking what they should do, I tell them I don't care so long as they do anything better than it has already been done," continued Mr. Shaw. "The more you put into life the more happiness you will get out of it." As an example he explained that a bandit could sometimes get what he did not pay for, but unhappiness usually followed.

Mr. Shaw said that in the twenty years he had been in school he had had only three real teachers. This led to the statement that many men occupy pulpits, but there are few preachers, many occupy farms, but few are farmers; many are pedagogues, but few are teachers.

In closing, he said that what the American youth today lacks most is self-reliance. "Learn to rely on yourself," he urged. He gave an incident using himself as the figure, saying that he had a shotgun at a very early age. His mother protested that he would kill himself, but his father said, "That's his own look-out," and taught him all the possible ways of killing himself.

Stories Based on Reports. Similar to the speech reports is a type of newspaper article that is based on reports of the research of various organizations. The manner of treatment is much like that of the speech report. The writer makes an analysis of the report and puts into his article the most interesting thought, quoting directly or summarizing in his own words.

The possibilities of such material have apparently not been recognized by the high school newspapers. The material is abundant. The principal's office receives during the school year a large number of pamphlets on educational matters that could be written into interesting articles for the school paper.

The use that is made by the professional writer of material of this kind is illustrated by the following article from the

New York *Times*. It appeared in the issue of August 3, which made it timely and gave it news value:

Colleges Report on Summer Jobs

Berry Picking and Farming Are
Shown to Aid Many Students
—Others Wait on Tables.

UNUSUAL WORK OBTAINED

Columbia Girls Become Governesses,
Chinese Teach Mah Jong—
One Student Sells Blood.

Reports on student employment in Summer are now being compiled by colleges and universities and some of the institutions have made known the types of vacation jobs entered into by students. In many instances the colleges and universities themselves, through employment bureaus, have helped students to obtain Summer work.

Berry picking and farming have drawn hundreds of students of both sexes. Waiting on table at Summer resorts and playing in Summer resort orchestras have proved sources of remuneration. Because of the free board and lodging, however, the return in money has not been as large in Summer resort jobs as for other kinds of work. Many students possessed of unusual baseball ability have jobs as waiters at meal hours, supplemented by baseball playing on teams assembled as advertising attractions for the Summer resorts.

Advance Story. The advance story is written to arouse interest in some event that will furnish a good news story when it takes place. Such stories are also called "dope" stories, especially when they are forecasts of athletic events. (See Chapter VIII, "Athletic and Sports Stories.") They may take a variety of forms, ranging from general publicity to out-and-out "booster" articles. When published at the request of those behind the enterprise they come close to

free advertising. As published by the newspaper of its own volition, they represent one of its functions—the sponsoring of local projects.

The style of *advance*, *dope*, *publicity*, or *booster* stories—whatever term may be chosen—is similar to that of the other stories that are not strictly of the news type. The writer is free to express opinion.

This story, from the New Orleans *Times-Picayune*, reflects the spirit of the approaching Mardi Gras. It is written much in the manner of a feature story.

Tourists Gradually Grasp Spirit That Is New Orleans

Momus has retired into his den, to sleep another long winter through.

Rex and Proteus and Comus and the Druidic overlords are coming. But while they come, what is there of Carnival about New Orleans now?

Spun candy floss and swagger sticks of bright reds and blues and greens and similar trinket souvenirs—to the tourist these are the only signs of Mardi Gras. Sugary puffs of the edible are sold in paper cones. The sticks swing occasionally even from a sophisticated arm.

Buttons appear on display cards on many of the business district corners, buttons and badges and ribbands. They are worn, too, in an occasional lapel. Rubber balloons of queerly contorted shapes are sold.

The days between Momus and Proteus and Rex and Comus, to the casual observer seem to be days given over to the gentle ministrations of the "pitch men," and the pitch women too, those who make grown-

ups buy toys they don't want. Nearly every corner has its little stand, with a mob psychologist as its presiding officer. The spiels of the barkers are heard in the land and the come-ons seem always ready to buy. A street fair, a professional Carnival, that is what New Orleans seems to be while she sleeps from climax to climax.

But to the man who knows, there is a steady undercurrent, an electric and utterly uncommercial spirit in the air. Guests of the city are absorbing its atmosphere, its care-free attitude. Adding their own energy to it, they are shooting it back again, to catch another victim of the charm that is New Orleans.

Tourists jam the narrow streets of the Vieux Carre, their Northern haste lost in the dreamy bypaths of romance. They are enthusiastic over the reconstructed mansions of the old town and mourn for those that sink daily deeper in decay.

In High School Papers. Booster articles have a place in the high school paper. Plays, entertainments, carnivals, and exhibitions are occasions when the school paper can help

to arouse the interest of the students and promote the success of the projects.

Two illustrations will serve to show the style of this type of story:

Best North Talent Will Score Big in "Stop Thief"

TO BE GIVEN APRIL 2

**Heavy Ticket Sales Show
Popularity of Play Which
Is Presented Annually**

Kleptomaniacs, thieves, weddings and ear-trumpets will feature the annual production of the Senior Literary Society next Thursday when "Stop Thief" will be presented. The play, because of its unusually fine cast, scenery and lighting, promises to surpass all previous Senior productions and a rapid ticket sale is predicted.

The cast was chosen after strenuous tryouts involving more than fifty students, and the fifteen finally chosen represent the best acting ability of the school. Mable Gaiser will head the all-star cast, playing the part of Nell, the crook. Roy O'Connell will have the character lead, enacting the rôle of William Carr, the aged, absent-minded kleptomaniac who helps the crooks steal from his own household.

—*The North Star*, North High School, Denver, Colo.

King Fun Will Reign Supreme Over Carnival

**Dignified Seniors To Cavort
At Annual Frolic On
May 9**

King Fun and Queen Jollity will reign supreme at the annual senior carnival which will be given Saturday, May 9, in the large gymnasium, for the six hundred and twenty-five seniors. Interesting features for the entertainment of those attending are being planned by a special committee under the direction of John DeMerritt.

A vaudeville sketch will be presented in the auditorium in

which Frank Sullivan and Elizabeth Stewart will interpret a short play. Other numbers furnished by local talent will also be given. There will be singing, dancing, and readings.

Refreshments Free

Ice cream cones, "hot dogs," and soda pop will be served free to all seniors present. The committee will appoint persons to take charge of the distribution of the food. Confetti and horns will be used as souvenirs of the occasion.

The Slaches, Websters, Aristonions, Shakespeares, Minervas, Thaliens, and Franklins will be asked to construct and take charge of booths for the entertainment of the seniors. The Trouvere and Art clubs will also have booths. A prize of five dollars will be given to the club or literary society having the most original and cleverest booth. Last year the prize was awarded to the Art club booth.

Seniors Only Invited

Every senior at Central is cordially invited to attend the carnival. Provision is being made for every graduate to be present. The admission charge will undoubtedly be fifteen cents. The affair will begin at 7:30 o'clock. Attendance will be restricted to the seniors.

—*The Central Luminary*, Central H. S., Kansas City, Mo.

Follow-Up Stories. The daily newspaper is published on such a crowding schedule that it is often impossible to get complete details or run down apparent clues to hidden causes. When the "dead line" is reached, the copy must be in. This makes it necessary to "follow up" the story with further investigation. Stories of accidents and crime are particularly fruitful of "follow-ups." The fire of unknown origin or the death by accident of an unknown stranger may furnish a larger story in a later edition, or in the evening paper, if the first story appeared in the morning paper, or vice versa. The possibilities may not be exhausted with the second story, as developments may warrant a series of stories running over a period of weeks or even months.

Thus far follow-up stories have not had much place in high school newspapers, as most of them are weekly publications. The biweeklies and the few dailies could make at least a slight use of them, although the news situations of the high

school do not usually have the possibilities of further developments that are found in accident and crime stories. The method to be used is to scan the original story for details that are suggestive or not complete. Even if in a weekly paper a story "breaks" just before the paper goes to press, it may have to be rushed into print before all the facts can be obtained. Such a situation is favorable to a "follow-up" story.

Rewrites. Newspapers have on the staff what are known as "rewrite men." They receive notes brought in by reporters, sometimes called "leg men," and turn them into news stories. They have another function of rewriting stories that have appeared in other papers or in earlier editions of the same paper.

Stories that are rewritten have been scanned first to see whether there is a possibility of finding new material. If they show any such possibilities they lead to "next-day" or "follow-up" stories. If no new material is suggested, they are simply rewritten to make the best possible appeal. A new feature may be played up and more vigor put into the style. Such stories have lost much of the news value of the originals because they are no longer "new" and therefore not really "news."

Most editors or copy readers have them "boiled down" or "cut to the bone." This means they occupy a half or a fourth the space of the original story.

To the high school student, rewrites offer excellent practice in journalistic style. With the original story as a starting point, the amateur journalist may try for better journalistic effects. As an exercise in condensation it is valuable practice, for most high school boys and girls are inclined to be "wordy" in their news stories.

A practical use that may be made of *rewrites* in the school paper is to take a story from the daily paper and "boil it

down" for the school paper. Suitable material may be found in stories that involve the school, the pupils, the teachers, or the patrons.

In rewriting such stories every part should be completely recast. Cutting out sentences and paragraphs is not rewriting. There is also much doubt as to the ethics of rewriting a story in part. Unless credit is given for the parts retained there is no reason why it should not be regarded as plagiarism—another word for stealing.

Newspaper Criticism. Under the general term *criticism* may be included a considerable body of copy that appeals especially to the cultured reader. It includes criticism of the drama, music, art, and literature. It may be written by special department editors or contributed by persons who are affiliated with the newspaper and recognized as authorities in their particular fields.

Most of the larger newspapers have a dramatic editor and a literary editor. Art and music are frequently reviewed by special contributors.

The ability to write criticism is the result of extensive and specialized training covering a period of years. It includes not only a college education but advanced university training. In addition to knowledge of the subject, the writer must also have well trained critical faculties.

Logically such types of writing may be omitted from a consideration of journalistic writing, because the manner of treatment is largely literary and the personal style of the writer. As copy for a newspaper such writings have news value because they deal with matters that are timely and of interest to the general public.

The dramatic critic, for instance, attends plays on the opening night and gives his impressions not only of the interest but also of the actual worth of the plays, as judged by the standards of the drama he has fixed in his mind by years

of study. If as a reviewer his judgment is respected by the theatergoing public, his impressions are sought by many before they go to the performance, so that his approval or disapproval may mean the success or failure of a local engagement.

Similarly the literary critic, in the book review, makes an analysis of the new books, giving their contents and a critical estimate of their value. If his copy is to serve the public as more than a personal opinion, he must be a man of wide reading and general culture and one who has the power of accurate analysis and adequate expression.

The High School Student. The abilities demanded of those who write criticism for the newspaper are obviously not to be expected of the high school student. While he may have an interest in one of these departments that may open up to him a vocation, there is need of a college course and probably graduate work in the university before he is prepared to take up the writing of criticism. Even as a practice exercise, criticism is of doubtful value for two reasons: first, it requires the ability of a critic as well as that of a writer; and, second, the style is not so much journalistic as literary.

Of course, there are, in any high school, students who will attempt a book review or a real criticism of a musical program or class play. While it might be unwise to check their ambition, it is safe to say that most high school students will do well to confine their efforts to news stories, even in reporting programs that would usually be covered by the newspaper critic.

To illustrate, let us take a senior class play. This is one of the really big events in any high school and a matter of intense interest to the cast, the student body, the faculty, and the townspeople. Because of this interest the school editor may well give it a *banner head* and the outer right-hand column. What the occasion demands, however, is

not a critical analysis such as is made of a professional performance by a professional reviewer. It is an amateur performance, a gala event, and as such should be written up to fit the occasion.

The following story of a school play, which appeared in *Watch Tower*, Rock Island, Ill., is typical of good high school journalism. While it shows a touch of the restraint that characterizes real newspaper criticism, it is written easily and naturally in the amateur spirit in which the play was given. It is to be commended for the absence of the lavish praise that spoils so many play write-ups in high school papers.

“BOOMERANG” PLAYS TO FILLED HOUSES WITH GREAT SUCCESS

**All Parts Well Taken and Play Wins
Favorable Comment from
Audience; Nets \$400.**

“The Boomerang,” which was presented May 14 and 15 at the Washington School to full houses, proved to be a greater success than had been anticipated. In fact, many people have spoken of it as the best Senior play presented by any class of Rock Island High School, and that means something. The cast, the play, the scenery, the presentation; all were exceedingly good. The house was well sold both nights, and on Friday evening many people were turned away. About \$400 was cleared on the play.

Don Oglevee as the tall distinguished looking and handsome Dr. Gerald Sumner made many a girl's heart quicken, and many a boy in the audience envied Don's mustache.

Florence Levenstein as Virginia Zelva was quaint and very sympathetic. We have no doubt as to why the Doctor's patients were so numerous—with such a charming nurse in his office.

James Whitfield, as Bud Woodbridge, played the forlorn lover most forlornly. We never knew that a girl could have such an effect on Bud, but seeing is believing.

Florence Stewart, as Grace Tyler, made one want to grab her by the shoulders and give her a good shaking. But she found out just exactly whom she loved after making Bud endure untold agonies of jealousy.

While the high school student may not be prepared to write anything to be compared with the professional newspaper criticism, there is no reason why he should not make the reading of criticism a part of his newspaper habits. To see a good play, to hear inspiring music, or to read a great book and compare one's impressions with those of the critic is an excellent way to educate the critical faculties. As a matter of general culture, it pays dividends on the investment of time.

Practical Pointers on Special Types of News Copy

1. A striking statement is usually an effective opening for a speech report or an interview story.

2. Indirect quotation may be used in the opening paragraph of a speech report to cover the ground rapidly.

3. Make necessary notes while a speaker is speaking, but do not fail to listen for the emphasis and to observe the effect on the audience.

4. Before interviewing prominent persons, have several questions well in mind.

5. Remember that any one who is worth interviewing is entitled to respectful courtesy.

6. In writing an interview avoid the pronoun "I." The other person is more interesting to the reader.

7. Make clear to the person interviewed the use you intend to make of the interview story.

8. Do not permit your interview to be used by another publication without special permission from the person interviewed.

9. Check up your use of quotation marks with the style book before handing in copy for an interview story.

10. Do not use direct and indirect quotations in the same paragraph.

11. Use a variety of explanatory phrases in speech reports and interview stories.

12. Be careful to rewrite the whole of a rewrite story. Rewriting is more than the omission of sentences and paragraphs.

13. To put new life into a rewrite story, play up a different feature in the lead.

14. Get all the "dope" before writing a publicity story.

EXERCISES

1. Write a speech report on the next speech that is made at the school assembly. Have your notebook with you to take notes while the speaker is speaking. Read the speech reports aloud in class and criticize them. A vote may be taken on the most effective report. Then analyze the choice of the class. If possible, compare the best report with the one that appears in the school paper.

2. Write a head for your speech report. Compare results with other students in class.

3. Write a speech report on another speaker before the school assembly. Try to avoid the errors of the first report.

4. Watch the daily paper for a speech report for your scrapbook.

5. Rewrite the following story from a high school paper, improving it in every possible way. Note that the lead depends upon the head. The head is well written and should be retained as it is.

Hi-Y Club Ghost Walk Tonight

Y. M. C. A. Will Be the Scene of Mystery and Thrills; Everybody Invited

Members of the club assure us that nearly every thrill, this year, will be entirely different. Many improvements have been made, including a large number of new and mysterious novelties. Among these will be a big indoor fireworks display. We do not believe that such a thing has ever been attempted before.

The course to be pursued upon entering the Y. M. C. A. (where the ghost walk will be held) will be as follows: Enter by the Michigan avenue side of building, take hold of rope at bottom of stairs that face the entrance; keep hold of this rope until the end of the course has been reached.

The journey will take you through the handball court, band rooms, balcony and other rooms, which will be changed from their ordinary appearance into chambers of mystery. We understand that the final episode will be a passage through the bottom of the pool, under water. You will no doubt be glad to use a life belt which will be issued to you.

In the lobby of the "Y" refreshments consisting of cider and doughnuts will be sold at a small price. The admission to the ghost walk proper will be ten cents. If you have not yet procured your ticket you may get it at the door tonight.

The ghost walk is arranged so that if you have any other engagements you will be able to meet them as well as take in the ghost walk. The ghost chamber will be open from 7:30, on.

Everyone is invited.

6. Write an effective publicity story from the following material: Charity Fair. Auspices Girl Reserves. To make money for charitable institutions. To interest students and citizens in the extra-curricular activities of the school. Great success last two years. Interesting entertainment. Chance for students to show talents. \$300 from tickets last year; \$100 worth of canned fruit. Invitations have been sent to every club. Booth spaces for clubs have been arranged. Each club will name three choices. Results of drawing will be placed on bulletin board. Application blanks to be filled-out and left in Room 47 on or before November 12. Final appeal.

7. Write a follow-up story on the senior play, including information on all of the factors that entered into its success. Emphasize in the lead the fact that coöperation made it possible. Give sources of properties, names of committees, financial returns, etc.

8. Put into your scrapbook a *first-day* story and a *follow-up*.

9. Write a *follow-up* to a story that appears in the school paper. Mount the original story on a sheet of notebook paper and hand it in with the exercise.

10. Rewrite the following news story into a paragraph about one-third the present length, for a high school paper.

Shaft to Tom Sawyer and Huck Finn Planned

HANNIBAL, MO., May, 27—(A.P.)—A monument to Tom Sawyer and Huckleberry Finn, Mark Twain's famous literary characters, will be erected on Cardiff Hill, standing at the head of one of Hannibal's prominent business streets. Cardiff Hill was mentioned repeatedly in the humorist's books.

F. C. Hibbard, a native Missourian, who designed the

Mark Twain Monument erected here several years ago by the state, will be the creator of the new figures, said to be the first monument to literature characters.

The expense of the monument will be borne by Mr. and Mrs. George A. Mahan, who several years ago purchased the boyhood home of Mark Twain, restored it and presented it to the city.

11. Scan the news columns of the last three issues of the local newspaper for an item of interest to the community that will also be of interest to the school. Rewrite it in the form of a brief paragraph.

12. Interview some person whose occupation ministers to your daily life. The milkman, the grocer, the laundryman, the meter reader are typical. Find out as much as you can about his daily routine and write an interview story that will have an undertone of appreciation.

13. Find in your daily life some person of lowly station who has an interesting life story. Write the same as an interview story.

14. Interview some student in the school who has won distinction and write an interview story on the factors that have entered into his success.

15. Arrange an interview with some person of prominence in the community—the mayor, chief of police, judge of court, newspaper editor, city librarian, author, etc. Prepare carefully beforehand so that you may ask intelligent questions. Write the interview story, which will probably be a career sketch.

CHAPTER XI

EDITORIAL WRITING

The High School Paper. There is no part of the high school newspaper that is more in need of improvement than the editorial page. Like many professional journalists, the high school student is not sure how many read the editorials and whether, after all, they are worth while. Too often he takes a text, mounts the rostrum, and preaches a sermon. Much of the time he is at a loss for a subject and proceeds to use the old favorites, "Loyalty," "School Spirit," "Sportsmanship," etc. A large part of the editorials are nothing more than dry-as-dust essays on one-word subjects like "Faith," "Hope," and "Charity." The right-hand or "east" side of the page, as it is called by newspaper men, where the editorial features ought to be, is frequently "cluttered" with all manner of "filler" that cannot be accommodated in any other part of the paper.

All of this would be discouraging if it were not possible to say, "If they knew better they would do better." This is a safe assumption, because the papers that show a knowledge of the principles of journalistic writing on the first page show it on the editorial page. Indeed, it is not too much to hope that when the boys and girls really learn what editorials are and how they are written, they will enjoy writing them for the school paper and reading them in the newspaper.

To arouse such an interest is the purpose of this chapter. The editorial is placed last among the newspaper types because it is the least journalistic in form. Its purpose and form are topics for the discussion that follows.

Editorial Page. With the possible exception of the first page, there is no page in a newspaper that is more individual

than the editorial page. So closely does it follow the general character of the paper that newspapers may almost be classified by the tone of the editorial page. Such a grouping would include at least three types:

- (1) Extreme.
- (2) Conservative.
- (3) Progressive or "alert conservative."

Included in the first type are newspapers that regard the editorial page as not likely to be read by the general public and, therefore, either neglect it or introduce variations to attract the reader. Still another device is to cut down the space by permitting advertising or by running news matter. The conservative newspapers continue the appearance and policy of the editorial page that has prevailed for many years. The progressive, or "alert conservative" newspapers, as they have been called, try to maintain the traditional dignity of the page and, at the same time, carry features that will hold the attention of the reader.

The Editorial Writer. In the decline of personal journalism, characteristic of the modern development of the newspaper, the editorial writer has come into prominence. Great editors of the past—men like Greeley, Dana, Raymond, and Watterson—controlled the editorial policy of newspapers whose names were almost synonymous with their own. To-day most of the larger newspapers have a staff of editorial writers, who have special training and talent for their work. They are directed by the editor, but his position is less dominant than that of the editor in the older days of personal journalism.

The Editorial Staff. Under the modern plan of newspaper organization, the editorial staff, made up of the editor and the editorial writers, constitute what is commonly known as the "interpreting force." The city editor and his staff of reporters are the "gathering force." The reporter is trained

to know the values and sources of news and to get the facts and put them into readable form without comment. The editorial writer is well trained as a writer and broadly educated in history, civics, economics, psychology, sociology, religion, and politics. He has not only a great fund of knowledge, but well developed critical faculties.

Functions of the Editorial Writer. It has been truthfully said that newspaper readers of the present day form their own opinions directly from the news columns. The haste of publication, however, results in a lack of backgrounds. "Big" news "breaks" so suddenly and is on the press so soon that it is impossible for the reporter to find out just what it means. Here is the editorial writer's opportunity. Being somewhat removed from the haste of the "gathering force," he is able to study into the real significance of events and supply the proper backgrounds.

To illustrate. A foreign relations story appears on the first page. The Associated Press furnishes an accurate report of the facts, but there is not time to find out their complete significance. The editorial writer follows them up or, rather, goes behind them. The result is that what appears on the first page to-day as news will appear to-morrow or, perhaps, not until the next day, as an interpretation of the news. Much of the first-page news is really rewritten on the editorial page in the light of a more leisurely review of the material. The value of this service of the editorial writer is apparently appreciated, because many readers find the news just as interesting when rewritten on the editorial page as it was when flashed under the headlines of the first page.

While the functions of the editorial writer are suggested by the term *interpreting force*, they may be analyzed and briefly stated as follows:

- (1) To interpret the news by supplying the necessary backgrounds.

(2) To comment on passing events and thereby give emphasis.

(3) To arouse action, especially in community matters.

(4) To stimulate thought that may lead to public opinion.

In the last named function the editorial writer acknowledges the power of the news columns. People reserve the right to form their own opinions on the facts, so that the editorial page can hardly be said to "mold public opinion." It can make people think, and they do not have to agree with the editorial viewpoint. If they disagree, a service has been rendered, since the one purpose is to make them think.

Editorial Policy. Each newspaper has its editorial policy. In times of local, state, or national elections it takes on a political character. On important questions it assumes an editorial attitude that is observed consistently by the members of the editorial staff. This makes it possible for several different writers to keep a consistent and logical point of view. The policy of the paper is carried out by the editor-in-chief, who is responsible to the owners, but usually has much freedom to assert his personality and exercise his judgment. The effects of his point of view and even his style of writing may often be seen in the work of editorial writers. Indeed, in many communities the readers can see the personality of the editor stamped upon every editorial that appears on the page.

Present Interest. Various attempts have been made to find out just what per cent of the readers of a newspaper read the editorial page. It is usually placed at twenty, as the result of numerous investigations. Newspaper men are surprised to learn how many people read the page when something is put on it that should not have been.

In recent years there has been increasing interest in the editorial page and a demand for a return to the old days of personal journalism. The increased interest has been at-

tributed to the World War. As a result of the participation of the United States in European affairs, the people have apparently come to think in terms of nations instead of states and counties. The new interest extends to public questions in general, so that the editorial page of the newspaper is becoming a forum, where public affairs may be discussed. Most of the contributions are by the regular members of the staff, but there are also editorials by persons of prominence in the community and signed communications from the readers, in the form of letters to the editor. Such contributions are also published under special headings, such as "Voice of the People."

Style of the Editorial. The form of the editorial is distinctive. As a general type it is an impersonal essay, presenting a broad subject from the point of view of a group instead of an individual. The pronoun "I" is, therefore, forbidden; while the pronoun "we" is looked upon as a conscious attempt to avoid the use of "I." When written upon a timely subject suggested by the first page, the editorial resembles the news story; indeed, as has been suggested, the modern editorial contains much rewriting of the news. When written on subjects that "can wait" it is very much like an essay, and may be quite literary in style.

The prevailing form of the editorial is exposition; since it aims to set forth the writer's knowledge of the subject, or to explain something that might not otherwise be understood. In the rewriting of the news there may be touches of narration or bits of description, where vividness is desired. In the *controversial* or *persuasive* type—now less common—the principles of argumentation are used.

In general, both sentences and paragraphs are longer in the editorial than in the news story. The exception is the more extreme type of newspaper that aims to popularize the editorial by writing it in a light, rapid-reading style. In

conservative newspapers the vocabulary is more learned, if not actually bookish, than that of the front page. Being written under a less driving time schedule, it shows the effect of more leisure for outlining, sentence structure, and revision.

Choice of Subjects. The element of timeliness is important in choosing a subject. The *leader* editorial is usually upon a subject suggested by a first-page story. If there has been an "epidemic" of bandits and bank and filling-station robberies, the leader may be "Police and Bandits." Editorials in the less conspicuous positions may be upon such subjects as "Physical Culture" and "The Public Library," which could run next week as well as to-day. The *leader* is usually placed under the *masthead*, and the *second leader* near but not necessarily at the top of the second column. A less timely editorial is frequently used as a *break-over* from the *first* to the *second leader*. Editorials that could run to-morrow as well as to-day are called *second-run stuff*.

The modern attitude toward material for editorials was suggested by the remark of a newspaper man that we underestimate the intelligence of the people but overestimate their knowledge. In terms of the editorial writer and the newspaper reader he meant that the average person is capable of understanding far more than he has the opportunity to find out. Here is another opportunity for the editorial writer. He finds out what the reader needs to know and gives it to him. He is backed by an adequate reference library and knows how to use it. The subjects of the editorial are timely in interest and informative in character.

How to Begin. In turning from the functions, form, and subject matter of the editorial to the actual process of writing, the first problem is how to begin. A striking statement that will get attention gives an effective opening. A name or an event may be used for the purpose. The keynote

or tone of the whole editorial may be struck in the opening sentence. A narrative beginning is less conventional.

The Development. A successful beginning may cause a moment of embarrassment to the writer, because it is not always easy to follow up immediately the expectation aroused by the first sentence. It should be answered as soon as possible, however, by the logical development of the thought according to a clear outline.

The standard editorial frequently contains three paragraphs, which correspond to Aristotle's theory that every composition should have a "beginning, middle, and end." The first paragraph arouses the interest in the thought; the second presents it; and the third emphasizes it. In longer editorials, such as the "leader," there may be several paragraphs in the "middle." The essential point in the development is to keep the thought moving. There is but one idea. Each word must give it movement. There must be no "throw-back." Like an arrow, the thought is sent straight to the mark.

How to Close. The closing paragraph of the editorial is simple. When asked how to close an editorial, a professional writer said: "In the next to the last sentence you summarize the argument. In the last sentence you have the conclusion." The style is clear, concise, and has an air of finality.

Types of Editorial. While there are many different types of editorial, the following are the most common:

- (1) The *Editorial of Interpretation* is the prevailing type. It follows up the news columns, analyzes passing events, and gives their significance. It meets the need of "backgrounds," previously referred to, rewriting much of the news to emphasize its meaning in the light of further knowledge. It is in this type that

the editorial writer functions as a part of the "interpreting force," following up the work of the reporters—the "gathering force."

- (2) The *Editorial of Comment* contains less rewriting of the news than the *editorial of interpretation* and more of an opinion on the meaning of an event as it passes before the writer in review. Usually these editorials are briefer, the comment coming in the last paragraph.
- (3) The *Editorial of Criticism and Reform* deals with some local problem and assumes the attitude of correction. Such an editorial is usually divided into two parts. The first part presents the situation that needs to be remedied. The second part proposes the remedy. In order to avoid being radical, the writer must constantly practice restraint. There is danger, too, of becoming "preachy," a fault frequently to be found in high school newspapers, as has been stated.
- (4) The *Editorial of Persuasion*, sometimes called the "evangelistic type," aims to influence opinion or action on matters already understood. It is naturally brief, since it does not contain much rewriting of the news.
- (5) The *Editorial of Argument* is less common than in the older days of personal journalism. The purpose of the writer is not so much to convince the reader as to present a logical and consistent position on the question. The editorial which stirs up the reader and causes him to think has accomplished its purpose. The difference of opinion aroused by the editorial may result in letters from the readers, which are often well written and highly prized by the editor. They are usually published on the editorial

page. Letters that are evidently an expression of personal animosity are usually ignored.

- (6) The *Editorial of Appreciation* is written in praise of some person, institution, or activity that deserves the commendation of the general public. Such editorials give a tone of optimism to the page in contrast to the effect of editorials of criticism and reform. The death of prominent citizens and the birthdays of the great American statesmen are occasions for such editorials. They are found very frequently in school papers and are quite appropriate so long as they show proper restraint. The characteristic fault is a tendency toward lavish praise that is suggestive of insincerity.

Models of Style. The following editorials, clipped from representative newspapers, are presented as models of style. With each there is given a brief analysis.

- (1) Interpretation of news subject, with some rewriting of news.

A CHILDREN'S PILGRIMAGE

Following a day of national thanksgiving, three special trains, carrying 1800 school children of Iowa and Missouri, traveled eastward Thursday night in the direction of Springfield, Ill. During the early hours of the night the laughter of childish voices mingled with the sounds of three powerful engines and forty-one steel coaches. Later these hundreds of voices were quieted by slumber, and with the usual aspects of railroad commerce this caravan sped on, along a clear track, watched with special vigilance by operators on the line.

Doubtless there were many others who watched it, in wonder. To the occupants of many of the lighted houses which caught the eyes of the children along the way—each of these holding its own mysteries—its passage may have seemed somewhat mysterious. What precious cargo did it carry? What important mission of industry did it serve? Though its human freight was indeed precious, it served no purpose of industry. It carried these youthful passengers on a pilgrimage to the tomb of Abraham Lincoln.

Surely there was never a stranger pilgrimage than this one.

It has been the custom of older people to visit the shrines of the great, but seldom have these visits been comparable, even in number, to this pilgrimage of the children. For some of them, it was their first long journey unaccompanied by their parents. They arrived at Springfield yesterday morning, proceeded to the tomb of the martyred President and laid a wreath there with solemn ceremony.

For it is not to be supposed that these 1800 children, even the youngest of them, had no appreciation of the purpose of their journey, or that the natural gayety of the early hours of travel detracted from the solemnity of its object. Of all historic characters, that of Lincoln probably leaves the deepest impression in the minds of children. Indeed, it well may be that the child, the "father of the man," a poet has said, is more sincere in his reverence for greatness when the idea of it first dawns upon him than he is apt to be in later years.

But one of the purposes of this pilgrimage of children was to implant more deeply the reverence for Lincoln which all school children have in some degree, and it is certain to do this. Moreover, their tribute is one that Lincoln, whose vision encompassed these children of future generations, would have valued above all others.

—St. Louis *Globe-Democrat*.

(2) Interpretation of international news subject, with re-writing of news.

THE ARMS CONFERENCE

Important as are the results of the international conference on the control of the traffic in arms and munitions, which came to an end yesterday, it may be that the influence of the conference on the future will turn out to be even more important than its immediate results. Eighteen nations, including the United States, by signing the arms traffic agreement made clear their desire for international co-operation in the interest of peace. Twenty-seven nations signed the protocol forbidding the use of bacteria and poison gas in war. This latter agreement was signed by all the great powers except France, which will, it was officially announced, sign later. Germany subscribed to the anti-gas, anti-bacteria protocol. Many more states will, it is said, sign after their delegates have consulted the home governments. The arms control convention provides for a complete system of licenses and certificates, by means of which, reinforced by the publicity that is made obligatory, there will be a general knowledge of all movements of arms and war material from one country to another.

It would be difficult to exaggerate the importance of these results. There seems to be little doubt that the American delegation, headed by former Senator Burton, which was

praised for its conciliatory spirit, contributed largely to the success of the conference. It is well that the world should have this object lesson on the possibilities of international co-operation in matters that concern the whole world, and civilization itself. We can not imagine that even Senator Borah will object to what was done at Geneva or to America's part in it.

Though prophecy is dangerous, and for the most part idle, one may perhaps see in this Geneva conference a turning point in history. Certainly it is remarkable that a score of nations should meet round a council table and reach a unanimous agreement on matters of great moment, having to do, not with war or the distribution of the spoils of war, but with peace and the means of preserving it. The immediate results may prove to be less important and permanent than they now appear to be—though there is no reason to think so—but even so they are a first step toward international sanity, and it is a step taken simultaneously by all the great powers of earth. Americans should be grateful that their country was able to exert such a powerful influence on the side of right. To Mr. Burton much credit is due for his wide and forceful leadership. He and his associates have worthily represented the nation in this great and highly successful conference.

—*Indianapolis News*.

(3) Three paragraphs. Appreciation—news subject. Serves as background to sports stories.

THE PHENOMENAL NURMI

If there was ever a greater long-distance runner than NURMI, he has not come down to us. No records of the time made by the Greeks have been preserved, but Olympic chronicles tell us that several of them, including LADAS, fell dead as they completed the course. They were buried in state, crowned by the victor's chaplet. We know that the Persian couriers employed by the Turkish Sultans used to run from Constantinople to Adrianople and back, a distance of 200 miles, in two days and nights. One feels that NURMI could eclipse them, since their average speed was less than five miles an hour.

True greatness is modest. In this respect NURMI seems to be in a class by himself. Under adulation he never poses. On his face is the simplicity of a child. Notoriety he shuns. It is nothing new that he avoids glorification of any kind. After his recent triumphs, achieved so easily that he was a greater wonder than ever, NURMI refused to sit for a sculptor, and turned aside an offer to write for publication with the quiet remark that he never wrote a line when training. The photographers found him indifferent to their blandishments. In the Olympic Games he did not have even a masseur to rub

him down after a race. Using a hard towel, he dried himself and put on his clothes in the open air.

An English authority has said that NURMI and the brothers KOHLEMAINEN are phenomena of the same type as DEERFOOT. They simply happen to be sons of Finland. But there are RITOLA and STENROOS to explain. There must be something in the air, the atmosphere, the sun, the stars, of Finland, something spiritual as well as physical, something legendary and traditional, to account for the wonderful athletes so small a country produces. All records seem to fall before PAAVO NURMI. It is becoming a conviction with us that nothing in running is impossible to him, that he will scale greater heights of fame, and that he will wear the laurel until there are no more rivals to conquer.

—New York *Times*.

(4) Appreciation. Well expressed. Proper restraint.

A HARVARD PERSONALITY

No disrespect to women's education is implied in the fact that although LeBaron R. Briggs was for many years president of Radcliffe college he has always been known by his Harvard title of "dean." He was also a professor in Harvard college; but he was seldom referred to as "Prof. Briggs." As dean of the college he made the administration seem not only human but friendly to numerous generations of undergraduates. His tact, sympathy, and humor, joined with disarming simplicity and frankness of manner, gave him an inestimable influence among succeeding classes. In a community whose personnel is completely changed every four years there was an unchanging and unforced affection for Dean Briggs, and he became almost a tradition at the same time that he was appreciated as a quiet, unassuming adviser and friend. In recent years, as dean of the graduate school of arts and sciences, he had been relieved of his earlier disciplinary relations with undergraduates.

As a teacher of the advanced courses of English composition Dean Briggs has come in contact with many, if not most, of those undergraduates who have nursed literary ambitions, and by his kindly, quizzical criticism has helped hundreds to attain purity of taste and expression. It is to be hoped that his retirement at the age of 70 will give him that opportunity for writing which administrative and teaching duties have in great part denied him.

—Springfield *Republican*.

(5) Appreciation of a literary man, in a literary style.

A LITERARY GENTLEMAN OF THE OLD SCHOOL

James Lane Allen has gone to join the "choir invisible," whose mystic harmonies, re-echoed in striving human hearts,

once inspired him to the writing of a romance by that title which ranks among the masterpieces of American fiction. Two other master craftsmen of the literature of the Old South had preceded him in the voyage beyond, George W. Cable, quite recently, and Thomas Nelson Page, some years ago. So that Allen was the last of a famous group of writers around whom the best traditions of southern literature are clustered. With James Lane Allen a literary era ends. The present generation of Cytherians, Freudians and Tragic Comedians has forgotten him, or at least views askance his "old-fashioned" ideas of the literary art. Was it only twenty-five years ago that his "Choir Invisible" and his "Kentucky Cardinal" were numbered among the best sellers and his latest book was eagerly watched for? Somehow he seems to belong to a day when the world was young and the primal virtues still flourished unshamed.

James Lane Allen was all that is connoted in that trite and overworked phrase, "a gentleman of the old school." This was true of his personal as well as his literary life. Physically a man of heroic mold, his mental equipment was consonantly broad and comprehensive in its human sympathies. Pride of a long line of American ancestry was his, coupled with the artistic heritages of the old world. He was a lover of the arts—of all the arts. Like James Huneker, he found a helpful kinship among them. Music taught him harmony of phrase and painting vividness of color in his prose. Nature he loved passionately and his books are replete with the most delightful pictures of country life—of the beauties of birds and flowers and countryside life, and the fine human virtues that flourish afar from the taint of cities—to be found anywhere in literature. True he made Kentucky his background; it was one of his axioms that one writes best of what he loves best. But like Gilbert White in his *Selborne*, he made Kentucky the home of a certain fine, wholesome, if sometimes pathetic, philosophy, that caught the ear of the world.

—*Kansas City Star*.

(6) News value. Rewriting. Interesting subject for students of high school journalism.

ORGANIZING HIGH SCHOOL JOURNALISM

High school instruction in journalism is a comparatively new thing in Ohio, but it has progressed far enough to feel the need of organization. In connection with the meeting of the State Teachers' association, a gathering was held yesterday to which all instructors in high school journalism had been invited, together with faculty advisers on the staff of the student publications. Steps were taken in this meeting towards the formation of a permanent state association of those having

to do with instruction in journalism and with student publications. The call for the meeting was issued by Professor Joseph S. Myers, of the department of journalism in Ohio State university, at the request of various high school journalistic interests, thus bringing the entire public educational system of the state into close connection in the matter.

Columbus people may take some pride in a recent statement of the Publishers Educational News, of New York, that "the Columbus schools are recognized as having one of the most thoroughly systematized and efficiently organized departments of high school journalism and student publications in the country." Not all students who take courses in journalism, or serve on the staff of student publications, will finally enter the journalistic profession, but they will get much out of such study and experience that will be of value in any walk of life. The department of journalism at the university takes no narrow view of the education needed for such work, and we may expect to see its influence with the new organization used to inculcate equally broad views in our high schools.

—Columbus, Ohio, *Dispatch*.

The Literary Editorial. The literary editorial is quite different from the models just given. It resembles the feature story. The purpose is to entertain or contribute to general culture more than to interpret the news. The subject may be timely. There are no conventions as to beginning, ending, or development. The treatment is in terms of the writer's personality, the form and style being like that of a literary essay. The offering of the Pulitzer prize "for the best editorial of the year" has encouraged editorial writers to contribute to the literary type.

Two editorials that have become famous are given as examples. "The Unknown Soldier" won the Pulitzer prize for the best editorial of the year 1921. "Is There a Santa Claus?" ranks with it as a classic of the editorial page.

THE UNKNOWN SOLDIER

By Frank M. O'Brien of the New York Herald. Published November 11, 1921

That which takes place to-day at the National Cemetery in Arlington is a symbol, a mystery and a tribute. It is an entomb-

ment only in the physical sense. It is rather the enthronement of Duty and Honor. This man who died for his country is the symbol of these qualities; a far more perfect symbol than any man could be whose name and deeds we knew. He represents more, really, than the unidentified dead, for we cannot separate them spiritually from the war heroes whose names are written on their gravestones. He—this spirit whom we honor—stands for the unselfishness of all.

This, of all monuments to the dead, is lasting and immutable. So long as men revere the finer things of life, the tomb of the nameless hero will remain a shrine. Nor, with the shifts of time and mind, can there be a changing of values. No historian shall rise to modify the virtues or the faults of the Soldier. He has an immunity for which kings might pray. The years may bring erosion to the granite but not to the memory of the Unknown.

It is a common weakness of humanity to ask the questions that can never be answered in this life. Probably none to whom the drama of the Unknown Soldier has appealed has not wondered who, in the sunshine of earth, was the protagonist of to-day's ceremony. A logger from the Penobscot? An orchardist from the Pacific Coast? A well-driller from Texas? A machinist from Connecticut? A lad who left his hoe to rust among the Missouri corn? A longshoreman from Hell's Kitchen? Perhaps some youth from the tobacco fields, resting again in his own Virginia. All that the Army tells us of him is that he died in battle. All that the heart tells is that some woman loved him. More than that no man shall learn. In this mystery, as in the riddle of the universe, the wise wonder; but they would not know.

What were his dreams, his ambitions? Likely he shared those common to the millions: a life of peace and honest struggle, with such small success as comes to most who try; and at the end the place on the hillside among his fathers. To-day to do honor at his last resting-place come the greatest soldiers of the age, famous statesmen from other continents, the President, the high judges and the legislators of his own country, and many men who, like himself, fought for the flag. At his bier will gather the most remarkable group that America has seen. And the tomb which Fate reserved for him is, instead of the narrow cell on the village hillside, one as lasting as that of Rameses and as inspiring as Napoleon's.

It is a great religious ceremony, this burial to-day. The exaltation of the nameless bones would not be possible except for Belief. Where were Duty and Honor, the wellsprings of Victory, if man-

kind feared that death drew a black curtain behind which lay nothing but the dark? So all in whom the spark of hope has not died can well believe that we, to whom the Soldier is a mystery, are not a mystery to him. They can believe that the watchers at Arlington to-day are not merely a few thousand of the living but the countless battalions of the departed. "Tho he were dead, yet shall he live"—there is the promise to which men hold when everything of this earth has slept away.

All the impressive ritual of to-day would be a mockery if we did not believe that, out in an infinity which astronomers can not chart or mathematicians bound, the Unknown Soldier and all the glorious dead whom we honor in his dust are looking down upon this little spinning ball, conscious of our reverence. And when noon strikes, signal for the moment of silent prayer, few of those who stand with bared head will lack conviction that the rites at Arlington are viewed by other than mortal eyes. Only in that spirit may we honor the Unknown Soldier and those who, like him, died for this Republic.

Unknown, but not unknowing!

IS THERE A SANTA CLAUS?

By Francis P. Church. Published in the New York Sun, September 20, 1897

We take pleasure in answering at once and thus prominently the communication below, expressing at the same time our great satisfaction that its faithful author is numbered among the friends of *The Sun*.

Dear Editor: I am eight years old. Some of my little friends say there is no Santa Claus. Papa says "If you see it in *The Sun* it's so." Please tell me the truth; is there a Santa Claus?

VIRGINIA O'HANLON.

115 West Ninety-fifth Street.

Virginia, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except what they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men's or children's, are little. In this great universe of ours man is a mere insect, an ant, in his intellect, as compared with

the boundless world about him, as measured by the intelligence capable of grasping the whole truth and knowledge.

Yes, Virginia, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to our life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus. It would be as dreary as if there were no Virginia. There would be no child-like faith then, no poetry, no romance, to make tolerable this existence. We would have no enjoyment, except in sense and sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies! You might get your papa to hire men to watch in all chimneys on Christmas Eve to catch Santa Claus, but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that's no proof that they are not there. Nobody can conceive or imagine all the wonders there are unseen and unseeable in the world.

You may tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world which not the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love, romance, can push aside that curtain and view and picture the supernal beauty and glory beyond. Is it all real? Ah, Virginia, in all this world there is nothing else real and abiding.

No Santa Claus! Thank God! he lives and he lives forever. A thousand years from now, he will continue to make glad the heart of childhood.

Editorial Features. In the right-hand column or columns of the editorial page may be found a variety of material, ranging from news matter and miscellaneous filler in some papers to carefully edited feature copy in others, chosen to harmonize with the purpose and tone of the editorial page. Much of this matter is clipped by the exchange editor from other newspapers. In the smaller papers it consists largely

of features written and syndicated by the larger newspapers. While it is difficult to lay down any principle that may govern the selection of such a variety of copy, it may be said that editorial features tend to inform the reader or to give the writer's opinion. Humor is common, both in prose and verse, usually suggesting some philosophy of life.

While it would take a long list to cover the editorial features to be found in the metropolitan dailies, the following will illustrate the general character of the material:

"Letters to the Editor."

"Voice of the People."

Clippings from the Files (ten, twenty, fifty years ago).

"Editorial of the Day" (from exchanges).

"Pungent Paragraphs" (liners from exchanges).

Feature Cartoon.

Health Hints.

Miscellaneous Facts (paragraphs from exchanges).

"Questions and Answers."

Editorial Paragraphs and Liners. On the editorial page of most newspapers may be found short editorial paragraphs and one-sentence editorials, called *liners*. They are usually placed at the end of the longer editorials and are graduated in length down to the shortest.

The paragraphs usually refer to matters that are familiar through the news columns and consist of comment that is pointed and often humorous or sarcastic.

The liner is still more inclined to be humorous and often is caustic. At other times it is philosophical. The first-page headlines are material for liners, the writer interpreting them to the delight of the reader and at the expense of the reporter, by getting from them meanings that were never intended. Coming events, special days, and prominent persons furnish quips for the writer of liners. As copy for the editorial page they have their place as an interpretation

of passing events and as a challenge to the wit of the reader.

A few paragraphs and liners from representative newspapers will illustrate the style and general character:

—A difference of 47 per cent. between the wholesale and retail price of fruits and vegetables in New York is attributed to "trucking, railroad switching and floating charges, loading and unloading, credit and delivery service."

It seems strange they overlooked the aurora borealis, the fourth dimension and infant baptism.

—*Philadelphia Inquirer*.

People who buy inferior goods or read second-class literature or endure low-grade movies injure not only themselves but producers who furnish first-class products. Discrimination is a valuable agent of progress.

—*Chicago Daily News*.

Edison says that noise is essential in a busy world. That may be so, but there's a lot of it that you can put mufflers on.

—*Cleveland Plain Dealer*.

Provided she keeps on being a sweet girl, there is no objection if the sweet girl graduate gets over being a graduate.

—*Detroit News*.

The sure way to keep in line with the suggestions offered by experts in diet is to refrain from eating anything you want or as much either.

—*Nashville Banner*.

That chap who says eloquence is a lost art should hear the average man when the furnace goes out.

—*Birmingham News*.

The fact that Poe wrote "The Gold Bug" is no sign that he was a millionaire.

—*Atlanta Constitution*.

Practical Pointers on Editorial Writing

1. Cultivate the habit of reading the editorial page.
2. The best subjects for editorials are news events that require backgrounds of interpretation.
3. Find a subject for your next editorial for the school paper in a news story in to-day's issue.
4. Do not think so much about how many students read the editorial page but more of how to make it worth reading.

5. The "leader" editorial should be on a timely subject.

6. Use "one-word" subjects for "can waits" and write on something more live for to-day.

7. Make frequent use of the three paragraph idea. It seems to be a natural length.

8. Use expressive words but do not expect the reader to carry a dictionary.

9. While the editorial paragraph may be longer than the news story, it should be no longer than the thought requires.

10. Do not ramble into the thought. Get the attention at once.

11. Outline the thought clearly before starting to write. The professional may carry the outline in his mind. The high school student may have to jot it down.

12. Come to a conclusion rapidly. The last paragraph should be used for summary and emphasis and not for development.

13. Read the school paper constantly to avoid needless repetition of subjects.

14. Take ample time to inform yourself on the subject. Editorials show what the writer knows and thinks; news stories, what he sees and hears.

15. The best way to avoid the pronoun "I" is to get the viewpoint of the group.

16. Do not be disappointed if the reforms you urge to-day do not materialize to-morrow. It may be doing much just to make your readers think.

17. Study the school policy. The school paper is the organ through which it is expressed.

18. Show appreciation to those to whom it is due, but do not embarrass them by loosely written and over-lavish compliments.

19. The best inspiration to writing better editorials is reading better editorials. Continue the newspaper reading habit.

20. Study the possibilities of editorial features for the school paper. The direct imitation of the professional newspaper is not the goal. Study it for ideas that may legitimately be adapted to the school paper.

21. Remember that the editorial, like the small boy, is to be "seen and not heard." Avoid the oratorical or declamatory tone.

Subjects for Editorials. The best subjects for editorials for high school newspapers will be found in the daily happenings. The following list was compiled from high school newspapers. Because of their local application many of the best subjects had to be omitted. These are more abstract and general in their interest. They are not intended so much for the student to write upon as to stimulate him to think of suitable subjects on which he may be prepared to write.

Starting Over
Class Loyalty
Plan Your Course
Stagnation
The Dictionary
Misplaced Property
Spring Fever
Sportsmanship
Why Study?
Going to College
Student Government
Why Not Have a Hobby?
Overconfidence
Stay Till the End
Courtesy
"Passing the Buck"
School Property
School Rivalry
Tradition
Conduct at the Game
Take a Hike

Working Through College
"Preachy" Editorials
What Do We Stand For?
Gum Chewing
Free Textbooks
Spring Football Training
Keep to the Right
The Eleventh Hour
A Real School
Test Week
Safety First
Early to Rise
Freshmen and Tradition
Education and Health
Mother's Day
Tardiness
Art Appreciation
Your Favorite Teacher
That Yellow Streak
"To Thine Own Self Be True"
Outdoor Exercise

Outside Reading
Lockers
Unsung Heroes
Class Politics
The Friendly Handshake
Loitering
The Last Lap
The Amateur
Fire Prevention
Student Cooperation
Reading Magazines
On the Street Cars
Cramming
The Whistler

Interclass Athletics
The Point System
Keeping a Reputation
The Value of Failure
Reading the Newspapers
National Defense Day
The Use of Time
The National Honor Society
"Letting George Do It"
The Home Stretch
Go to the Games
Be Boosters
Wearing Well
Look Ahead

Editorials and Liners from High School Papers

THE SCHOOL PAPER

A school paper creates a school spirit because it stands for the loyalty and earnest effort that is put into it.

The paper of a school is very valuable to the students. It keeps them informed of all things of current interest about the school. It gives announcements which are very important. News of all of the clubs and their meetings and programs are given. All of the school activities are written up for the paper. There is news in all fields of athletics.

A good paper gives our school a good reputation. Many people outside of school and in other schools in other towns read it. If it is well written and displays the best thought and work that we can possibly put into it, they form a good opinion of the paper, the school, and the student body.

A school of any size at all has a school paper! What would Soldan, with its 2700 students, do without a paper? We can hardly imagine how that would be, but it has one and we are proud of it.

—*Scrippage*, Soldan H. S., St. Louis, Mo.

PATRONIZE THE ADVERTISERS

A school newspaper cannot be run successfully without having a considerable number of advertisers, for advertisements are a very necessary part of the publication. Without them the cost to the individual subscriber would be much greater than it is. It is clearly evident, besides, that it would be practically impossible to publish even a small weekly paper without this indispensable aid.

Many persons seem to believe that the space filled by advertisements is just so much waste, and consequently ignore them. This is the wrong attitude for any one to take. It should be realized that if these concerns pay for advertisements in a paper, they expect a good return on their investment. Once the contract for advertising is signed, it is the business of the paper to prove that the faith which the concern has in it is well-grounded.

Such a result can be accomplished only when advertisements produce trade. Many well-known firms of Newton, and vicinity, advertise in this paper. In return, it is the duty of the school to patronize the advertisers when they can. By doing this, the prosperity of the paper is assured, and the advertisers are satisfied.

The Newtonite, Newton, Mass., H.S.

SOUR GRAPES

Sour grapes—fruit for the green-eyed monster—Jealousy. Do you like them? Nobody likes them. Yet, all of us at times thrive on them.

It seems as if this character-destroying influence grows on people from infancy. Even little children, who are envious of their playmates' possessions, scorn the things which they cannot have. They have the feeling that so many of us experience of wishing to destroy others' pleasure in things because they, themselves, are unable to have them.

And it is not only material things which are coveted. Traits of character, athletic abilities, and individualistic actions are but a few of the many things which some people take pleasure in "running down" because they are unable to possess them.

We should remember whenever we see something which it is impossible to have, that even if we can't have it, it is just as worthy of commendation, anyway, and that when we stoop to "run it down," we are only detracting from our own good character and making ourselves susceptible to somebody's spiteful declaration of—Sour Grapes.

—*West High Tatler, Des Moines, Iowa.*

"MAKE HAY—"

The subject of interscholastic winter sports for Milwaukee high schools has been brought up again. A certain alderman has stated that some of the things which are lacking in our school systems are these winter sports. Think of the chance for creating interest and rivalry among high schools. Think of interschool basketball, swimming, ice skating, volley ball, and even skiing. Think of the good times at these games and meets, and what's more, think of the good that the training and exercise will do the contestants.

And why shouldn't we have these sports? We would like to have any one name one other city in this state, even country,

where there are no winter sports. On looking through the sport sections of various exchanges, we read account after account of basketball games, swimming meets, volley ball games, and such other winter sports which are unknown among the high schools of Milwaukee.

The question may arise, "Why talk about it at this time, after winter is over?" Let us quote a little proverb, "Make hay while the sun shines." In other words let's boost winter sports during the spring, summer, and fall, so that next winter we may enjoy them to their full extent.

—*The Scroll*, Washington H.S., Milwaukee, Wis.

SPRING FEVER

Spring fever, the bane of all enterprising mortals, that malady that everybody uses as an excuse for laziness, is the most popular sickness that has ever preyed upon man. If you don't want to work, you have spring fever. If you want to lie in the shade and browse over some book, you have spring fever. In fact, every little queerness one may have is laid to the same disorder, spring fever.

This plague comes only in March or April, when everything is beginning to awaken from its winter lethargy. You have eaten hearty foods all winter, and when spring steps on to the calendar you are overeating. No wonder you feel "dopey" with all that surplus energy that you need for heat during the colder months. You lose your appetite in the spring for the same reason. You lay this to spring fever, too.

Probably the best way to cure yourself is to take spring in large doses. Get out into the country, take long walks, and shake yourself free from that sleepy feeling.

Spring fever is not so bad after all, in fact it is the most pleasant disease known and quite a well-meaning one if controlled. There are times when one has nothing to do. Then an attack of spring fever may be encouraged.

—*Weekly Scarab*, East Technical H.S., Cleveland, Ohio.

SPORTSMANSHIP

Fairness and generosity in sports and games is the definition the dictionary gives of sportsmanship. In a larger sense, fine sportsmanship is the greatest benefit to be gained from the playing of games, a quality of character most necessary in the greatest game of all, that of living.

The big game between Win-Sly and Lose-Right is over and the umpire's decision has been rendered. Players and spectators depart for their respective homes carrying with them the knowledge of the winning or losing of their team. Win-Sly has won but yet lost for if they have violated the letter of the law, or the spirit of sportsmanship, they carry with them a sham banner whose sight will bring up ugly memories long after the

game and its players have been forgotten. Lose-Right has lost but won far more than the vanishing glory of victory for they possess the wholesome joy of having played the game right; they have learned to lose with a smile. When they enter the lists of the Great Game they will take Life's hard knocks with resilient courage and a rebounding spirit.

We cannot win all games but we can keep ever before our eyes the highest ideals of sportsmanship.

—*The Crane Tech*, Crane Technical H.S., Chicago, Ill.

Some men are forever mistaking notoriety for fame.

Every man tries to master the art of concealing his ignorance.

It is sometimes advisable to use a telephone when you speak the truth.

Whenever some men make mistakes you may expect a tidal wave of explanation.

—*The Northern Light*, Detroit, Mich.

Culture means a refined, intellectual background. It gives perspective, strengthens influence, increases personality. It makes you somebody, not just anybody.

Because one more school day is required, the new system of registration has found favor with many students.

Without "Mac" Central seems quite different.

It is said of one great business executive: "He saw everything, forgot nothing, and never talked. He was no gossip."

"You can tell a freshman, but you can't tell him very much," says the Radiator Man.

The man who has no time for study was probably born tired, and has never recovered.

Use the same zest in work that you use in play.

Push your work. Don't let your work push you.

—*The Weekly Register* Central High School, Omaha, Nebr.

EXERCISES

1. Watch the daily paper for a news story that is likely to be followed by an editorial. When the editorial does appear clip it and the news story and mount in your scrapbook.

2. Clip the mastheads of several newspapers for your scrapbook and compare the information they contain. Report on what it means for a newspaper to be "entered second class." How would it be classified if it were not "entered"? If the information cannot be secured from any other source, the teacher may appoint some member of the class to interview the postmaster on the subject. In a large city it will be better to call on the assistant postmaster or the superintendent of mails.

3. If the teacher sends a member of the class to the post office to get the information referred to above, write copy for the "questions and answers" column of the editorial page of the local newspaper, giving the question and the answer, containing what you have learned.

4. Analyze the following editorial from a school paper as to its purpose and form and give it a grade not lower than 75% or higher than 95%. If you grade it low, offer constructive suggestions for improvement. If you grade it high, give an appreciation of its good qualities. If you grade it as medium, around 85%, give both its good and bad points. (To be oral or written at the pleasure of the teacher.)

ON THE USE OF SPARE TIME

It is surprising what can be accomplished by the wise use of spare time. A close study of biography reveals the fact that many of the world's most famous characters attribute their success mainly to the utilization of spare moments.

The greatest authority on William Shakespeare, Horace Howard Furness, ascribes his personal success to advantageous use of spare time. It was this man who studied the life of the great English writer while spending a seemingly useless half hour on a train bound daily to and from his suburban home.

William Jennings Bryan, one of America's greatest public speakers, credits his marvelous flow of oratory to practical investment of leisure moments. Benjamin Franklin, a shining light in history of youthful America, was a miser of time, hoarding every second. To him the loss of a single minute was a loss as extravagant as that of a dollar.

Humanity has produced many similar characters, who by the careful application of spare time have made history for their nation. To the majority, freedom of time affords a golden opportunity for enjoyment and amusement. It also renders an excellent chance for idleness. But if a satisfactory division of play and work could be enacted and installed by us as individuals, a wiser and more profitable distribution of leisure moments would be brought about.

5. Study the opening paragraphs of six editorials from the local or school paper and discuss their faults and virtues.

6. Find the "leader" editorial in the local newspaper and contrast it with a "can wait."

7. Write an editorial on a timely subject suggested by a news story in the local or school paper.

8. Write an editorial on "The Opening of School" that shows the attitude of welcome to the incoming freshmen.

9. Write an editorial on a subject suggested by the season of the year.

10. Write an editorial that permits the rewriting of news, clipping the story from the local or school paper and handing it in with the copy.

11. Write an editorial on Washington, Lincoln, or Roosevelt, to be run in the school paper preceding the birthday anniversary. Obtain the material from some good reference book. Do not try to cover too much ground. Select one dominant impression. Announce it in the first paragraph; develop it in the second; and emphasize it in the third.

12. Look about the school for some needed reform. Write a constructive editorial of criticism and reform. Do not "preach." Present the situation clearly; outline the reform; and make the appeal.

13. Select some member of the faculty or citizen in the community whose service to the school makes him worthy of an editorial of appreciation. Write such an editorial, being careful to put sincere meaning into your words.

14. Write an editorial on some subject connected with athletics. Such editorials are sometimes called "sportorials" and printed on the sports page. They usually deal with some phase of good sportsmanship.

15. Write an editorial on some striking statement made by a speaker before the school. Use the quotation to open the editorial. Develop by applying the thought to the local situation.

16. Write a booster editorial for some event on the school calendar. Make your appeal on the interest of the occasion and not on the duty of the school to support it.

17. Select from not less than twenty-five exchanges the best editorial—to be published on the editorial page of the school paper. These papers may be passed around the class and the selection made but not clipped. The one selected may be published in or

recommended to the school paper. A discussion of the points that entered into the choice may prove profitable. If the vote on two is close, they may be compared and an impromptu debate held on their relative merits.

18. Select from several newspapers as much good editorial feature copy as possible and mount it in your scrapbook.

19. Write ten liners for the school paper on timely topics suggested by the school community.

20. Select the most interesting topic in the lists on pages 223 and 224, and write an editorial of any one of the types explained on pages 209-211. Indicate the type in parentheses beneath the title.

CHAPTER XII

COPY- AND PROOFREADING

Distinction in Terms. To the student the terms copy-reading and proofreading may seem confusing at first. After he has visited a newspaper plant and seen the copyreader and proofreader at work, he will see that the two functions are quite separate.

The copyreader receives the copy from the reporter, or city editor, and prepares it for the compositor. He examines it carefully to see that it conforms to the policy of the paper, that the feature has been properly played up, that the headlines fit the lead, and that the story conforms to the style of the newspaper as contained in the style book. He must be a man of highly trained critical faculties, for his keen and watchful eye is the one check that prevents reporters' errors from getting into print. On the smaller newspapers the city editor performs the duties of the copyreader.

The copyreader of a school paper is usually the teacher in charge, who acts as censor. She has all the functions of a newspaper copyreader to perform, which constitute her greatest responsibility. Her labors are greatly reduced if the staff members go over their copy and correct as nearly as possible their own mistakes. Some school papers have the excellent practice of passing the copy from the staff members to the editor-in-chief, who serves, in part at least, as a copyreader.

The proofreader takes the proof of the type that is sent to him from the compositor. It usually comes in the form of "galley proofs." These contain an impression or "proof" of the type on long, narrow strips of paper, a little wider than a newspaper column. The corrections are marked in

the margins. The corrected proofs are sent back to the compositor and the corrections are set and made before the type is "made up" in the form.

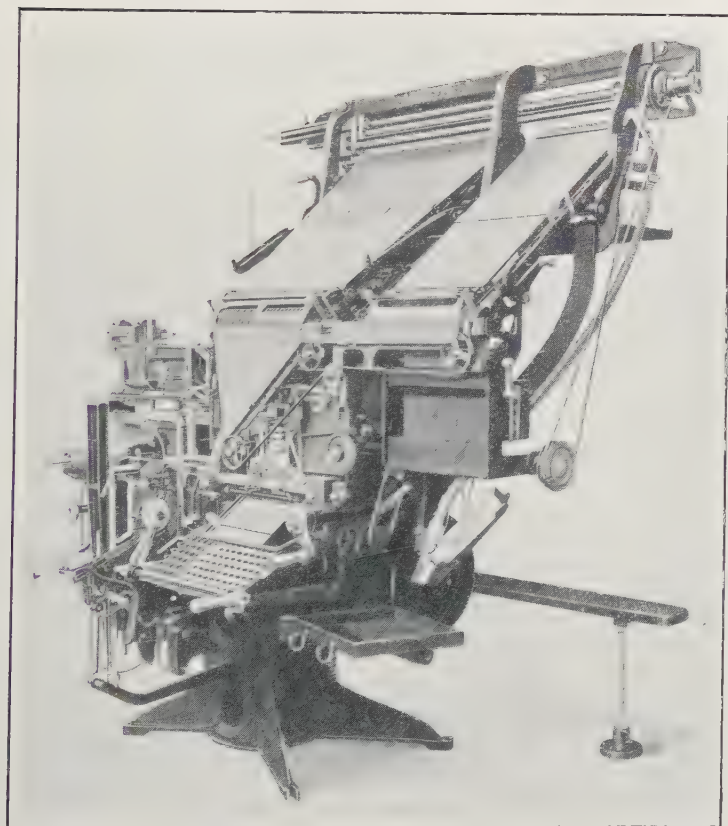
The Copyholder. In the reading of proof, there is a great advantage in having an assistant to hold the copy. The copyholder may read the copy aloud to the proofreader or the proofreader may read aloud to the copyholder. In either case the copyholder serves the valuable function of helping to check the proof with the copy. It is especially desirable to do this if the copy contains names, figures, or other material that needs to be verified.

Copyreader's Marks. The copyreader has a set of marks that are used to indicate the corrections to be made. Such marks may be adopted to advantage by the copyreader (censor) of the school paper. After having been marked, the copy may be returned to the student, who will insert corrections if they are few, or rewrite if they are many.

The following list is sufficient to cover the needs of a school paper.

Copyreader's Marks

- ac—Copy is dull. Put more action into it.
- amb—Ambiguous.
- and—"And" sentence. Make two sentences or subordinate one clause.
- ant—Antecedent not clear.
- brom—Overworked expression. Use simpler or newer words.
- cl—Lacks clearness.
- est—Faulty construction.
- coh—Lacks coherence.
- consult—Bring copy to copyreader for discussion.
- ✂—Delete (take out).
- det—Too many details. Simplify.
- E—Error.
- ed—Editorializing. Too much personal opinion.
- F.W.—"Fine Writing." Use simpler words.
- Gr—Grammar.



A RECENT MODEL LINOTYPE MACHINE
(Courtesy of the Mergenthaler Company, New York City.)

- K—Awkward.
- ld—Poor lead. Rewrite opening paragraph.
- P—Punctuation wrong or omitted.
- pt—Point of view shifted.
- qt—Make this a direct quotation.
- rep—Repetition. Omit or revise.
- rew—Rewrite.
- sent—Use shorter sentences.
- sl—Slang.
- sp—Spelling.
- str—Structure involved. Simplify.
- S.U.—Sentence lacks unity.
- T—Wrong tense.
- unnec—Unnecessary details. Omit.
- tr—Transpose.
- ver—Verbose (wordy).
- W—Wrong use of the word.
- ?—Truth of statement questioned. Is name correct?
Verify.
- ¶—Begin a new paragraph.
- No ¶—No paragraph needed.
-]—Indent.
- ⊖—Put words together as one.
- #—Separate into two words.
- =—Hyphen needed.

Linotype Composition. Most high school newspapers, like the professional newspapers, are set on linotype machines. The exception is the special type required in headlines, especially the “drops,” which are usually “hand-set.” A knowledge of the linotype machine is a valuable aid to the student or teacher proofreader, as it helps him to be on his guard for errors that are likely to occur.

The fact that the machine is operated with a keyboard similar to that of a typewriter, accounts for the fact that the errors are much like those made on a typewriter. At the high speed with which the operator works, he may strike the keys in a reverse order, causing a “transposition”

error. The proofreader should watch for such errors. Similarly the error of a single letter for a double is a frequent error to be expected in linotype composition.

Linotype Corrections. In the correction of hand-set type a wrong letter is removed and the correct one inserted in its place. In linotype composition, as the name implies, a whole line is set together on one strip of metal, called a *slug*. The correction of a single letter involves, then, the resetting of the entire line. If a word is cut out or inserted, several lines may have to be reset in order to *catch up* the error. This is to be avoided, not only because it increases the cost of composition, but also because it makes it possible for new errors to creep in with the corrections.

In correcting linotype errors it is customary, therefore, to cut out words to make room for words that have to be added and to supply words of about the same length as those that were cut out.

Proofreader's Marks. A complete list of proofreader's marks is so long that the average high school student is likely to be confused by it. It is better, therefore, for him to confine his attention to a list that is no longer than is actually required to cover the common errors. These marks should be thoroughly memorized so that they may be used accurately and readily. A selected list will be found on page 237.

Marking Proof. There are two general methods used in marking proof:

- (1) The errors are marked in the margins opposite the line in which they occur, the right or left margin being used according to its nearness to the error.
- (2) A line is drawn from the error to the correction in the margin. In using this method some proofreaders end the line in a circle that surrounds the correction mark.

Illustrations of both methods of marking copy are given on the following pages:

I **HOSERY MILL VISITED** *N* **BY ECONOMIC CLASS** *x/S*

Working Conditions of Unusual Plant Inspected on First Trip of Series.

Cap. Mr. Maxwell's seventh hour
tr. economics class visited the Real
tr. Silk hosiery Company's plant
tr. and was conducted through the
tr. various departments by Mr.
tr. Jones. This plant, which is the
tr. largest of its kind in the world,
tr. offered many interesting facts
tr. to the visitors.

e There are eighteen hundred
e employees in the plant, which
tr. has been in operation five years.

There is a government post
office in connection with the
mill to handle the tremendous
output, which consists of 80,000
pairs of stockings and socks
daily.

tr. There is a lunch room in
which 1,800 can be fed daily at
small cost.

There is a printing depart-
ment and research laboratory
in the plant. About 20,000 knit-
ing machines are used, *o*

The students were told that
all the silk used comes from
China and that there are two
miles of thread in each cocoon. *tr.*

Mr. Maxwell expects to take
his economics and civic classes
on several trips this spring so
that they may see some of the
tr. practical workings of the prob-
lems studied in class. *s*

JUNIOR CLASS READY FOR NOTTINGHAM FAIR-

Candy! Candy! Candy! And
Willing Workers is Call
of Junior Class.

Enthusiasm, pep, and interest prevailed at the junior meeting held in Room 31, at conference yesterday. The large body of juniors that turned out proved to be willing workers, by offering to help Friday afternoon and Saturday morning. Help is greatly needed and it is up to the juniors to give this needed help.

Candy! Candy! Candy! and some more candy is the call of the food committee and without it the fair may fail. Ten gallons of popcorn, all ready popped, is also wanted by the food committee, and should be left in Room 31 not later than Saturday morning. A box will be placed in Room 31 and all candy is to be left in it with name and session room number on candy, so that the winner can be awarded the prize. The judges will consider quality and quantity in awarding the prize.

~~T shdr ulempfwy H\$adntz*6~~

The main show will hold a dress rehearsal in Auditorium Saturday at 900 a. m. All participants in the show are asked to be there promptly.

Tickets will be sold at the box office today. It is advisable, however, to buy them from the pupils.

Proof marked according to second method. See page 234.

Proofreader's Marks

¶	Paragraph
No ¶	No paragraph
Cap	Capital letter
Sm C.	Small capital letter
l. c.	Small letter (lower case)
<i>Ital</i>	Italic type
b. f.	Bold face
w. f.	Wrong font
tr.	Transpose
=	Straighten lines
]	Move to right
[Move to left
⌈	Move up
⌋	Move down
^	Indicates point of omission
∫	Take out
()	Close up space
×	Change imperfect letter
◊	Insert period
,/	Insert comma
;/	Insert semicolon
⦿	Insert colon
↱	Insert apostrophe
②	Insert quotation marks (double)
①	Insert quotation marks (single)
/-/	Insert hyphen

Many school papers prefer the second method of marking and it is liked by most compositors, if the marks are clearly made. If the copy is badly set and there are many errors, care must be taken to see that the lines do not become confusing by crossing into each other. Marking over the error in starting the line should also be avoided.

Practical Pointers on Proofreading

1. Concentrate on the line you are reading.
2. Look at the words sharply.
3. Watch double letters carefully.
4. Look for transpositions. They are common in machine-set type.
5. Avoid unnecessary resetting by putting in words to take the place of those that are crossed out.
6. Watch double commas and quotation marks to see that neither mark is omitted.
7. Do not edit. Correct only actual errors.
8. Write all correction signs legibly.
9. Put all corrections in the margin and not in the body of the type.
10. Check all names, figures, and technical terms back to copy.
11. If possible, have a copyholder.
12. Headlines are usually hand-set. Watch for letters that are larger or smaller than they should be. Mark the proof *w.f.*
13. If lines are drawn from the error to the margin, see that they do not conflict and become confusing.

EXERCISES

INTRODUCTORY NOTE. The following clippings illustrate several types of copy that might go into a single issue of a high school paper—a news story, editorials, editorial paragraphs, and “jokes.”

The number of errors is greater than would actually be made by a first-class linotype operator.

The teacher may have mimeographed copies made for the class, keeping the type measure, which is the standard newspaper column.

1. Mark all errors in the following copy by the first method, putting corrections in the margin. Do not draw lines from the error to the margin.

Roman State to Have Celebration Thursday

Aediles Have Secured Caesar's Favrite Quartet and Other Fetures.

On Thursday, at 3:15, in the Auditorium (the Roman forum) the Roman State will celebrate the Liberalia, a festival held annually by the Romans, in honor of the god, Liber, on the 1t7h of March. This was the usual day on which the Roman boys exchange the bulla and toga praetexta for the toga virilis (the toga of manhood).

The celebration of the Liberalia on Thursday will be an occasion of unusual interest and importance as 60 youths will en enroled at that time as citizens of the Roman State and will march to the forum wearing the toga virilis for the first time. After a short ceremony in the forum an entertainment will be given on the Rostra (the stage in honor of hte ne citizens.

Penmanship.

How many of us are proud of our penmanship and are really good writers? If a sensus were taken, only about ten per cent would be found to a plane, legable hand.

Penmanship is not, as some students think, a gift but a thing that any one can acquire with practice. It is the result of perfect coordination of the muscles and brain, and is as much a game as basket ball. The brain controls the muscles to give the proper movement and form to the pen, as well as to the basket ball. The only way one can learn to write is by writing "practice makes perfect, but not the wrong kind of practice. Ten minutes of the right kind of practice each day, under the

direction of a reliable penmanship manual, will have a surprising affect on ones hand. In a short time, in this manner, one can develope a plain, rapid hand of which one may be proud.

Penmanship is one thing, that we can not do without and a good penman will be rewarded all through life.

2. Correct the following copy by the second method, drawing lines from the errors to the proof marks in the margin.

Languages.

The pupils of to-day beleive it necessary ot learn only one language. They seem to think that their mother tongue is the one language spoken. This is a mistakeen idea, as different languages are an asset in any field of activity. Pupils often fail to see the value of learning language in High School and college and some times call it dull,

Learnl languags fluntly and you will find it to b a grat ade to you.

On a visit to Holland, Peter the great saw a miniature dolls house furnished to the minutest detail. In the library were paintings two inches square. Cabinets were filed with thumb-high porcelanes from Japan. He took a great fancy to this tiny palace and offered any price for one like it. The builder would not accept money for his handy-work, but offered to make one as a gift. The liliputian mansion completed after twenty-five years of labor is now in the royal musemu, Amsterdam.

We wish to congratulate every member of the first and second teams, for their creditable work this year. They have accomplished some thing for which the whole School can be proud. While four men of the regular five are lost for next year, the prospects for another winning combination are bright.

"Every costumer pushes my good."

"What are they?"

"Lawnmowers."

What did sir Walter Raleigh say to the queene when he had spread out his coat?"

Small child: "Step on it, kid."

Teacher: Every day we breath oxygen, Willie. What do we breath at night?

Willie: Nitrogen.

Man: I want a yard of pork.

Butcher. Whats that?

Man: Three pigs feet.

Sam: I want something to ware around the dormitary.

Clerk: How large is your dormitory?

A Doctor fell into a well,
The people heard him groan.
He should have tended to the sick,
And left the wel alone.

Latin is a dead anguage—
As dead as dead can be.
It killed off all the romans.
And now its killing me.—Ex.

Queer that the gym is so warm tonight there are plenty of fans here.

3. Study the first page of an issue of your school paper, to be selected by the class teacher, and make a list of all the errors that "got by" the proofreader.

4. See if you can find any errors on the first page of the local newspaper.

5. Exchange the papers in the class that were prepared to be handed in under exercises 1 and 2. Find any errors that have been overlooked by your classmates.

CHAPTER XIII

PUBLISHING A HIGH SCHOOL NEWSPAPER

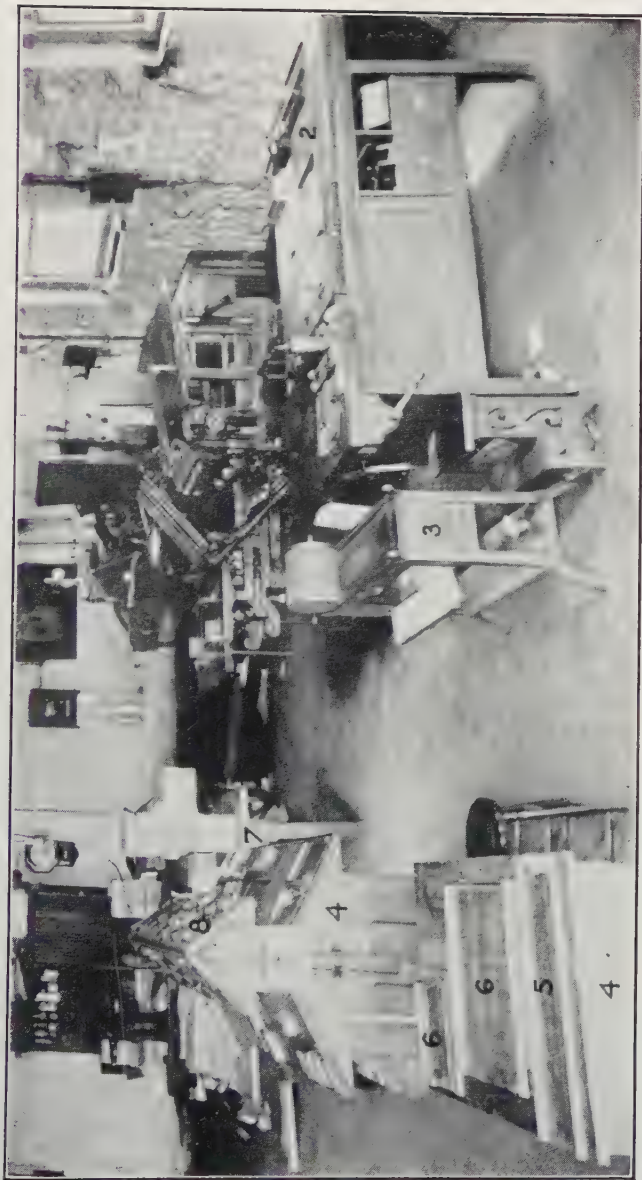
The Class and the Paper. From statements made on the editorial page, it is evident that many high school newspapers are published by the class in journalistic writing. The appearance and contents of these papers and the style in which the copy is written indicate that it is a good plan. Certainly it gives the class an excellent opportunity to get real experience in putting news into print. An equally good result is a paper that is able to serve the school community and reflect credit upon the school.

In schools in which the staff of the paper is independent of the class, care must be exercised to keep the two on friendly terms. The paper will represent the practice and the class the theory, with the result that each may be inclined to be overcritical of the other. Judging the paper by the strict principles of journalistic writing, the class will easily detect the faults of the school paper, not realizing that the conditions of actual publication often make it impossible to carry out the theory.

To illustrate. It is one thing to know how to write good headlines and another to write them. After doing his best to get the right number of units in a deck, the student may have to let a *fat* or a *thin line* go, because of lack of time or because it simply won't work out. The class member should, therefore, be charitable in his judgment of the staff member.

In like manner the staff member must not hold in contempt the theory of the class member. No matter what problems may arise in actual publication, he must not lose his standards and fall into habits of slovenliness.

If the school program makes it inadvisable for the class to



A CORNER OF A HIGH SCHOOL PRINTING PLANT

Items: 1, Miehle flat-bed cylinder press; 2, imposing stone; 3, proof press; 4, type cabinet; 5, double galley; 6, job galley; 7, stock table; 8, lead and slug rack.

publish the paper, those who study journalistic writing should follow up the course with some experience on the school paper. Similarly those who aspire to positions on the staff should be encouraged, if not required, to take the course in journalistic writing. The problems of the two groups are interrelated, and there should be the most cordial feeling between them.

It is for the purpose of being helpful to students and teachers who are engaged in publishing a school paper that this chapter is written.

The Financial Problem. In publishing a school paper, the first point to be considered is the financial problem. A few schools have solved it, but the vast majority of schools are wrestling with it. It is just as important a problem to the school paper as it is to the professional newspaper. However distinct it may be in its organization, the editorial department is not independent of the business department. Without adequate revenue from subscriptions, street sales, and advertising a newspaper must cease publication.

The publication of a high school newspaper is a serious financial problem. Schools that have their own print shops seem to be able to reduce the cost because a part of the labor is absorbed under the head of instruction, and some of the work can be done by students. Schools that send their paper to a job-printer or have all the work done at the regular wage scale in the school shop, are liable to face an annual deficit.

There are two principal causes of such a deficit. In the first place, the cost of putting the paper into type is large for the number of copies run. If five or ten thousand were printed, instead of five hundred or a thousand, there would be some hope of at least breaking even. To put the subscription price up to a point where it would cover the cost would make it prohibitive to the student and defeat the purpose of publishing a paper. In the second place, on

account of the small circulation, it is not possible to put the advertising rate high enough to secure much revenue.

The financial problem need not prove a stumbling block, however, to a school that is determined to publish a school paper. Several schools have avoided the high cost of printing by having the whole paper multigraphed by the commercial department. *Hi-Life*, published by the Bellefontaine, Ohio, High School is an interesting example of such a paper. It contains all the features of the average high school paper in readable form but multigraphed.

Most schools continue to run a deficit on the school paper and make it up from athletics, the lunch room, bookstore or special entertainments.

From the point of view of editing, the cost of the school paper should be taken seriously. There are many small items of expense that can be eliminated. Unnecessary corrections, due to poor copy or careless proofreading, can be avoided, as can delays because of late or poorly prepared copy. All along the line there are little economies that may be practiced to help keep down the cost. Several of these will be suggested during the further discussion.

Covering the Field. More serious than the practice of economy is the question of covering the field. Whatever the high school newspaper may cost, the cost is relative to its value to the school. The value will depend upon the thoroughness with which the paper covers the field. The school is a community and as such is served by the paper, just as the larger community is served by the professional newspaper. If the paper is filled with stale and uninteresting news, "preachy" editorials, athletic stories "cribbed" from the daily paper, and silly jokes from exchanges, it is not worth the time or money spent upon it.

To serve the school the high school newspaper must perform all its functions. What these functions are can be

determined only by an analysis of the local situation. The following list is intended merely to be suggestive:

Functions of a High School Newspaper

- (1) To report the news.
- (2) To give helpful publicity.
- (3) To give general information and special regulations.
- (4) To provide entertainment.
- (5) To sponsor school activities.
- (6) To encourage attainment, such as the winning of prizes, scholarships, etc.
- (7) To increase school spirit.
- (8) To preserve school traditions.
- (9) To record school history.
- (10) To promote the coöperation of the parents and the school.

Choosing a Name. One of the first problems in launching a new paper is to find a suitable name. Many high school newspapers are the successors of monthly magazines and retain their former names, which are ill suited to newspapers. Such fanciful names as the *Razz*, the *Bee Hive*, and the *Blue Stocking*, are not suggestive of a newspaper. Some such names as *Times*, *Recorder*, and *News*, used with the name of the school, are dignified and significant. The following are a few actual names of high school papers that are well chosen:

Roosevelt News
Manual Arts Weekly
The South High Beacon
West High Weekly
The Morton Register

Pasadena Chronicle
The South Side Times
The Calumet Herald
The Edison Record
The Tech Daily News

Name Plate. The name plate should be put in clear, strong, bold type at the top of the first page. The effect

desired is conventional dignity. Hand-drawn letters or art effects are not in good taste for such a purpose. Pictures, monograms, or other designs are better suited for magazines than newspapers. Most of the great newspapers of the country have simple, conservative name plates.

A one- or two-column reproduction of the name plate may be used at the top of the masthead on the editorial page. Newspapers that use a distinctive style in the name plate are especially inclined to do this.

On the following page are shown a number of name plates of high school newspapers that show good taste. Several of them are contained in the list of well chosen names given above.

School Slogan. Following the practice of the professional newspapers, some of the high school papers have adopted a slogan, which is placed just below the name plate. Like the name plate, the slogan, too, should be dignified. It should contain some ethical ideal for which the paper stands or some distinction to which it is entitled, rather than a boastful statement.

As typical slogans the following may be cited:

“A Paper with Ideas and Ideals”

—*Roosevelt News*, Seattle, Wash.

“Victory with Honor”

—*The Poly Optimist*, Los Angeles, Calif.

Copy for Ears. The copy for the *ears*—the small boxes at either side of the name plate—usually consists of an announcement of some future event of importance, with the date.

Selecting the Staff. On starting a high school newspaper it will be necessary to select a complete staff. The committee method is probably the best. The committee may

Springfield High School Herald

— TRYING FOR BETTER HIGH SCHOOL JOURNALISM —

Volume XLII Number 4

SPRINGFIELD, OHIO NOVEMBER 14, 1934

Price 100 CENTS

THE EDISON RECORD

"PRO ALIIS"

VOL. 3

MINNEAPOLIS, MINNESOTA, MAY 16, 1932

NO. 27

PASADENA CHRONICLE

VOL. XVI

PASADENA, CALIFORNIA, JANUARY 6, 1925

NO. 18

The Morton Register

VOLUME XL NUMBER 4

BIRMINGHAM, ALABAMA, MONDAY, JANUARY 8, 1925

PRICE 5 CENTS

West High Weekly

West High

WASTE PAPER
Starts Selling In Free
Act's Paper Sale
FEBRUARY 29th

"BROWN BOOD"
Tickets On Sale At
Theater Windows
BUY NOW

Issue X—No. 15

Minneapolis, Minn., January 23, 1925

PRICE FIVE C

THE CALUMET HERALD

THE MAP SHOWS
VERY
RAMMOND CROWN

TRACE RIGHT
TO MONDAY
AT CROWN POINT

VOL. 13

RAMMOND HIGH SCHOOL, RAMMOND, IOWA, MAY 2, 1924

34-48

Home and School
MAY 13

The Western Breeze

Cadet Day
MAY 12

VOL. VI

WASHINGTON, D. C., MAY 13, 1926

30

WINNER OF STATE
TROPHY FOR OHIO'S
BEST SCHOOL PAPER
1924

THE SOUTH HIGH BEACON

EASTON
BOWEN
WILL
EASTON

SUNE V

CLEVELAND, OHIO, AUGUST 6, 1924

Effective name plates that illustrate good taste. Several show slogans and ears.

consist of the high school principal, the teacher who is to act as censor, or all teachers having an official relationship to the paper, if there are more than one, and two or three representative students—perhaps the presidents of the junior and senior classes. From a list of available candidates, obtained either by general announcement or by personal invitation, the members of the staff should be selected by the committee, acting as a jury. Excellence in English, school spirit, and general capacity for newspaper work should be among the determining factors. The staff should be well balanced with regard to boys and girls, upper and lower classmen, and school interests.

After the first staff has been chosen, the try-out and promotion method will be found effective. If a student desires to become a staff member and there is a vacancy, he will be taken in as a “try-out”—a relationship to the paper much like that of a “cub reporter.” He will be given all kinds of assignments, especially the reporting of news items. After a probation period of about a month or six weeks, if the “try-out” makes good, his name may be added to the staff and an assignment given to him of the kind of work he seems best qualified to do.

Near the close of the year, if the leading editor is to be graduated, his successor may be named by the censor by promoting from the staff the one who seems best fitted to become his successor. This process may be continued from year to year. The promotion idea offers an incentive to the student to work hard in order that he may try out for the honor. At the same time the character of the paper will be maintained by the succession of staff members from year to year to the position of editor-in-chief.

Several Staffs. The practice in writing afforded by the school paper is too valuable to be confined to a few. Many papers are coming to realize this and are choosing several

staffs. One paper uses two staffs—the “odds” getting out the paper one week and the “evens” the next. It is quite possible to have as many as four staffs on a weekly paper, each getting out the paper in turn. They may be indicated as Staff Nos. 1, 2, 3, 4, on the editorial page, reference being made to the staff that is getting out the particular issue by putting it first or omitting the others.

Titles of Staff Members. The titles of staff members differ somewhat with different papers. A few illustrations from high school papers may prove helpful.

The Judge, John Marshall High School, Minneapolis, Minnesota, has a well organized staff. The titles and names are arranged in double column on the editorial page as follows:

EDITORIAL BOARD

MANAGING EDITOR.....	_____	_____
EDITOR-IN-CHIEF.....	_____	_____
ASSOCIATE EDITOR.....	_____	_____
FACULTY ADVISER.....	_____	_____

EDITORS

News Editor.....	_____	Sports Editor.....	_____
Associates.....	_____	Associate	_____
_____	_____	Features	_____
_____	_____	Review	_____
_____	_____		

BUSINESS STAFF

Business Manager	_____	Advertising Manager...	_____
Staff Typists.....	_____	Assistants	_____
_____	_____		_____
Circulation.....	_____		_____
_____	_____		
Faculty Adviser.....	_____		

REPORTERS

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The Crane Tech, Chicago, has this organization:

Executive Board

Associate Editor

Assistant Editors

Reporters

Sports Editor
 R. O. T. C. Editor
 Cartoonists
 Staff Photographer
 Humor

Business Staff

Business Manager
 Assistant Manager
 Advertising Managers
 Circulation Assistants
 Exchange Managers
 Publicity Manager
 Publicity Assistants

Faculty Advisers

Editorial
 Business

A third type of organization is found on the editorial page of *The Commercial News*, New Haven, Connecticut:

FACULTY ADVISORY BOARD

Editor-in-Chief

Associate Editor

Business Manager

Assistant Editors

Assignment Editor

Sport Editors

Girls' Sports

Boys' Sports

Chatterbox Editor

Exchange Editors

Advertising Managers and Staff

Circulation Manager

Treasurer

Assistants

Secretary

Assistants

Staff Meetings. If the staff is large, or if several staffs are used, it is desirable to have staff meetings at least once a month. At these meetings the faculty advisers and the members of the staff may talk over the school policy and the needs of the paper. The discussion of the school policy will be of especial value to the editorial writers, who will be able to support the principal by advocating those things that are in harmony with the school policy. Such meetings also have the good effect of promoting harmony among the staff members and unity in the paper itself.

Recognition of Staff. Various devices have been tried to stimulate a desire among the best students to serve on the staff of the school paper. Credit has been given for the work, either as English or as a special course. Such a reward does not seem to make so great an appeal as the honor itself of being on the staff. A special pin may be used to indicate the honor. The try-out system of selecting staff members adds much to the honor of staff membership by basing it upon proved merit rather than mere appointment. Whatever devices may be used to attract the best students, the position of editor-in-chief of the school paper should be regarded as one of the greatest honors, if not the greatest honor, that can come to a high school student.

Press Clubs. Press clubs have great value in stimulating a desire to improve the high school paper. The membership may include all teachers and students who have any part in the publication or distribution of the school paper. Meetings need not be held oftener than once a month. The speakers may be members of the staffs of the local newspapers, who will give talks on the theory and practice of journalism. They will become interested in the school and the school paper and will be glad to be called on once a year to repeat their talks to a new group of students or to those who will want to hear such talks a second time. Occasionally social

features may be introduced to add to the pleasure of club life. Such an organization will bring to the staff members the value of the actual experience of newspaper men and women, much of which can be applied to the school paper and all of which will prove intensely interesting to those who have had even a taste of writing for a newspaper.

The Censor. If the school paper is edited by a single staff, there will be a faculty member in charge of the copy, who will usually be known as the censor. If there are several staffs, each may be in charge of its own censor. Such a plan has the advantage of distributing the burden of taking care of the school paper. The censor is usually a member of the faculty from the English department. Such need not be the case, although the English teacher probably has the advantage of being better able to read the copy. The censor is directly responsible to the principal for the character of the copy that goes into the paper and its relation to the policy of the school. Her word is law and should be respected by every staff member. She should read all copy and put her "O.K." upon it before it goes to the printer. She should be regarded not only with respect but also with appreciation, since her judgment is a great protection to every contributor. She will plan each issue of the paper and make assignments to reporters, in coöperation with the editor-in-chief and much in the manner of the city editor of a professional newspaper.

Managing Editor. In case there are several censors for different staffs, another faculty member may be added in the person of a managing editor. On a real newspaper the managing editor comes between the owner and the city editor. On the school paper he may go between the principal and the censor in seeing that the policies of the school are carried out through the paper. By coöperating with the different censors he will tend to promote unity and harmony. He may

also serve as a censor of the advertising and coöperate with the business and circulation managers.

The Editor-in-Chief. The most exalted and responsible position that can be given to a student is that of editor-in-chief. He (or she) should be a leader of outstanding ability that is generally recognized by the student body. He should be progressive but not radical, an excellent scholar, especially in English, but not a "bookworm." He should be alive to every school activity and cultivate a large acquaintance. He should be a good executive—one who is eager to do his full share of the work but not inclined to write the whole paper himself and crowd out his associates. He should be able to write good editorials, but he should also look to other members of the staff for them. He should coöperate with the censor in planning each issue of the paper and in making assignments to the reporters.

The Business Manager. The business manager may be either a member of the faculty or a student—perhaps naturally from the commercial department. His duties will include the handling of many financial matters that arise in the publication of a school paper, such as the purchase of supplies, the hiring of labor, the making of contracts for printing, and the issuing of statements to advertisers. He will coöperate with the managing editor and circulation manager, if such titles are included in the organization.

Circulation Manager. Some school papers have on the staff a student, usually a boy, who has the special duty of obtaining subscriptions and distributing the paper. If the school is large, he may contribute much to the financial success of the paper. He will be under the direction of the business manager.

Department Editors. Greater variety may be obtained in the copy and more opportunities opened to the students if the work is divided among several department editors,

as is the case with the professional newspaper. The following are some of the departments that have been found successful by school papers:

Sports. The Sports Editor should be a good writer and well up on at least one branch of sport—several is better. He may have assistants to cover the branches with which he is not familiar or they may be covered by special contributors, added to the staff at the seasons of the year when these sports are active. He should write under the censorship not only of the regularly appointed censor but also of the athletic coaches. The reason for this will soon be discovered. If his articles are too optimistic in tone, they may cause overconfidence in the team; if they are pessimistic, depression. It is well also to submit sports stories for the approval of the coaches so that all reports of games and announcements of contests may be accurate. Often changes in schedule are made by wire and the sports editor may not have the latest information. The result will be the publication of an inaccurate announcement, the effect of which is difficult to counteract.

Literary. The position of Literary Editor should be held by a boy or girl who has shown unusual ability in reading good books and writing about them. He may add much tone and dignity to the editorial page by book reviews and notes on books. An efficient literary editor will also be able to get much good copy from other students, members of the faculty, alumni, and literary men and women in the community.

Exchange Editor. A live boy or girl as Exchange Editor will do much to add interest to the paper. It is not sufficient to be equipped with a paste pot and scissors to clip jokes for the funny columns. He or she should

seek to build up a large list of exchanges—a hundred is not too many. The names of the exchanges should be entered in a special book, along with the date received. Copies of the home paper should be sent promptly and regularly. The exchanges should be scanned for all available material. This may include the “Best Editorial from Our Exchanges” as a regular editorial-page feature. Some school papers run an interesting department under some such caption as “What Other Schools Are Doing,” made up of news paragraphs clipped or rewritten from exchanges.

Art. If sufficient funds are available to use cuts, an Art Editor may be chosen to secure cartoons, photographs and other illustrations. Under the direction of a teacher in the art department, the art editor will be able to help maintain good taste in the illustrative features of the paper.

Reporters. In addition to the editor-in-chief and the various department editors, there should be a number of reporters, besides the “cubs” or “try-outs.” They should be selected in such a way as to cover the entire school in their acquaintance. They should follow, in so far as an amateur is able, the methods of regular newspaper reporters. Their efficiency should be recognized by promotion to special posts for which they are fitted, the position of editor-in-chief being an incentive. The ranks should be filled in from the bottom to make up for the loss by graduation.

An Editorial Room. While most high school newspapers are edited in a regular classroom, with the teacher at her desk and the staff at the students’ desks, there are some conveniences in the way of equipment that add pleasure and efficiency. Schools that are erecting new buildings may

equip a very attractive editorial room. A long table, with a chair at the end for the censor and chairs at the sides for the staff is a great convenience. A regular copyreader's desk is, of course, still better. Such a desk may be seen in many newspaper offices and could be made by a manual training class. It is a large semicircular table. A small semicircle is cut out in the center of the straight side, where the copyreader (censor) sits. The members of the staff sit around the semicircular edge. This makes it very convenient for the censor to receive copy from any member of the staff and hand it back for revision. Among the other articles of equipment that will be found useful are the following:

- A typewriter
- Telephone and directory
- Paste pot and brush
- Pencil sharpener
- Waste-paper basket
- Double-decked wire basket for edited and unedited copy
- Bulletin board
- Calendar of present and previous year
- An unabridged dictionary
- Book of synonyms
- A copy of *Who's Who*
- A book of familiar quotations
- City Directory
- Newspaper rack for exchanges and at least one representative metropolitan newspaper

Making Assignments. It will add much realism, as well as efficiency, if the editor-in-chief will keep a regular assignment book, similar to that of the city editor. The assignments for each issue should be started just as soon as the previous issue is off the press. It should include follow-ups, regular features, special features, and news possibilities. Before the assignments are made to the staff members, the editor-in-chief should meet with the censor and list in a

column after the assignments the names of the students who are to receive them, with the date that the copy is due.

Regular Beats or Runs. Student reporters should have regular beats or runs similar to those of professional reporters. These will include all the places from which news is usually obtained. A suggestive list will be found in the chapter on "News Values and Sources," page 27.

Style Book. The use of a style book adds uniformity to the paper, makes better copy for the printer, and reduces the number of errors to be "caught" in the proofreading. The style book contained in Chapter XIV was designed especially for a high school newspaper. To be used effectively it should be thoroughly familiar to every member of the staff. "Cubs" and "try-outs" should give it much thought and study.

A School Morgue. Illustrations add so much to the appearance of a school paper that they are worth much effort. One device that can be used with little or no expense is a school "morgue." This may consist of little more than a filing cabinet for pictures and a cupboard or drawers for cuts. The photographs used in the school Annual make an excellent start. The pictures of seniors are especially valuable, as they may be placed on file and used two or three years later, when these students distinguish themselves in college or business. The cuts from the Annual may also be put on file and used, instead of new ones specially made, which will result in quite a saving. Even class pictures that were mounted on strips can be used by having the desired picture sawed out and remounted, which will cost much less than to have a new cut made. Letters, pamphlets, and other matter that might furnish news in the future may also be filed in the morgue.

Borrowing Cuts. Most newspapers are friendly to school papers and willing to lend cuts of special interest to the

school, after they have been run in the city paper. Such courtesies should be acknowledged by running a line beneath the cut in 6-point type—"Courtesy of (name of paper)." Cuts should be returned immediately after they have been run. To lose them is almost unpardonable and to be tardy in returning them is a discourtesy. If the school paper builds up a good morgue, it may reciprocate the loan of cuts by furnishing photographs to the newspaper, when the occasion arises.

Marking Copy. If the directions for the preparation of copy contained in the style book are followed implicitly the copy will be neat, attractive, and uniform in appearance. Before it is sent to the printer it should be sorted and all instructions marked. The copy for each page should be put by itself, preferably in a large envelope. It should then be re-sorted, for the convenience of the printer, and marked.

The first page will be sufficient to illustrate the method of sorting and marking copy. Heads, subheads, notices, news items, and "filler" should be separated and arranged in about the order named. Single-column matter should be marked "13 ems"; double-column, "26½ ems." If the body of the paper is set in "10 point," small type matter should be marked "8 point." Material to be emphasized should be marked "8 point bold" or "10 point bold." These notations should be made in the left margin, running lengthwise of the paper.

Dummy of Make-up. For the assistance of the printer in "making up" the paper, the editor-in-chief should send a "dummy" or "lay-out" for each page, on paper the size of the regular sheet. In fact, blank sheets of the regular news stock may well be used for making the dummy. The dummy need not be more than a pencil sketch, showing the column rules and the position of the important articles and cuts.

There follow a blank dummy sheet, a completed dummy, and a reproduction of the page as it appeared in print:

SHORTRIDGE DAILY ECHO

--	--	--	--

Dummy sheet, made by printing name plate and column rules.

SHORTRIDGE DAILY ECHO

RECORD DELEGATION	GOES TO	FRANKLIN
MR. WADE ANNOUNCES	NEW TRACK COACH	THIRTY-EIGHT ECHO
		<div data-bbox="502 331 663 603" style="border: 1px solid black; padding: 10px; text-align: center;"> C U T </div> <div data-bbox="502 603 663 630" style="text-align: center;"> J.A. CULBERTSON </div>
	S.H.S. PEDAGOGUES	<div data-bbox="481 657 681 917" style="border: 1px solid black; padding: 10px; text-align: center;"> NOTICES </div> <div data-bbox="481 917 681 957" style="text-align: center;"> JUDGE LAHR SPEAKS </div>
GRADUATE EDITING		ECHO WELCOMES

Dummy for first page, using dummy sheet shown on page 260.

SHORTBRIDGE DAILY ECHO

FIRST AMERICAN HIGH SCHOOL DAILY

VOL. XXVIII, NO. 32

SHORTBRIDGE HIGH SCHOOL, INDIANAPOLIS, WEDNESDAY, OCT. 21, 1925.

TWO CENTS

RECORD DELEGATION GOES TO FRANKLIN

MR. WADE ANNOUNCES PRIZES FOR CONTEST

Six Yale or Vassar Scholarships Are Offered Through American Chemical Society by Mr. and Mrs. F. P. Garvin for Essays On the Value of Chemistry.

Six scholarships to Yale or Vassar or any other acceptable school in the country are the first national prizes offered by Mr. and Mrs. Francis P. Garvin of New York City to the winners of the American Chemical Society Prize Essay Contest for high school students.

This annual essay contest, the third fostered by Mr. Garvin, the head of the Chemical Foundation, will be directed in Indiana by a state committee of which Mr. Frank B. Wade, head of the Chemistry Department of Shortridge, is chairman. Each state committee in the United States will award twenty-dollar gold pieces to the writers of the winning essay in each of six subjects in each state. The state committees will submit these winning essays to a national committee headed by Herbert Hoover, Secretary of Commerce, which will select the six best.

The award is a very liberal one; the scholarship includes tuition for four years and five hundred dollars annually for living expenses.

The essays may be upon one of six subjects: (1) The Relation of Chemistry to Health and Disease; (2) The

(Continued on page four)

GRADUATE EDITING PAPER AT PURDUE

Raymond Dirks, '23, formerly a reporter for the Wednesday Echo, has recently been appointed assistant night editor of the Wednesday-Saturday staff of the Exponent, the school publication of Purdue University. The staff of the Exponent includes six assistant night editors. They are sophomores who have been chosen on account of their work during their freshman year. It is the duty of the assistant to train the freshmen on the staff and to edit the paper. Each assistant has complete charge of getting out an edition every two weeks. Next spring the three night editors for the following year will be chosen from among the present assistants.

NEW TRACK COACH

Mr. Culbertson, new teacher in physiography and botany, has taken Mr. Tatlock's place as coach of the track team. He is a graduate of Hanover College and of Chicago University, where he received the A. B. and S. M. degrees, respectively.

As a track coach he has had experience at the high school in Catlin, Illinois. He was also on the track team at Hanover College for two years.

According to the coach it is too early to estimate the prospects. However, there is a promise of good material.



J. A. CULBERTSON

S.H.S. PEDAGOGUES IN TEACHERS' CONVENTION

Faculty Members to Feature in Programs—Orchestra To Furnish Music.

The Shortridge High School faculty and students are to take an active part in the convention of the Indiana State Teachers' Association, Thursday, Friday, and Saturday of this week.

The orchestra will play Thursday morning and afternoon and at the initial meeting Friday evening.

Mr. Otto will deliver an address, "The Literature Assignment," before the English and Library Sections, at the Meridian Street Methodist Church, Thursday morning. Mr. Stark will speak at the Athenaeum Thursday morning before the Commercial Section. Miss Lee will preside at the meeting of the Latin Section at the Masonic Temple, Thursday afternoon. Mr. Dirks will have charge of the banquet of the faculty of the Winona Summer School, and Mr. Wade will be in charge of the luncheon of the Indiana Division of the American Chemical Society.

NEW REQUIREMENT.

For membership on Wednesday's staff, troops must show to the editors a sheet of \$4 1/2 line paper upon which are to be mounted at least three columns of their own copy as printed and clipped from various editions of the Echo. Hereafter this is the only requirement.

THE EDITORS.

NOTICES.

The program committee of the Junior Drama League, composed of Elia May Leslie, Gwendolyn Schort and Roy Rogers, will meet tonight in Room 34.

BARBARA BLATT, Chm.

The Math Club will meet today at conference instead of tomorrow, regular meeting day.

ROBERT LEWIS, Pres.

Censors of various clubs are urged to give to Mr. Shoemaker a complete list of the officers and members in their various organizations, with section room number and English grade of each.

JUDGE LAHR SPEAKS TO PARENT-TEACHERS

Mr. Buck Gives Appreciative Talk—Miss Gaskill Makes Report.

"The child is the most empty-headed of all creatures that are born." So stated Frank H. Lahr, Judge of the Juvenile Court, in a talk before the Parent-Teachers' organization last evening.

In discussing the cases that come before him as judge, he said that to remedy most of them, the boys and girls must be civilized. According to the judge, that means that they must be educated by their parents as well as by their teachers.

In addition to Mr. Lahr's address there were short talks by Mr. Buck and Miss Gaskill. Mr. Buck expressed his appreciation.

(Continued on page four)

THIRTY-EIGHT ECHO SCRIBES TO ATTEND ANNUAL CONVENTION

Enthusiasm Swells As Shortridge Delegates Plan to Leave On Special Car.

A delegation of thirty-eight Echo scribes from Shortridge will journey to Franklin, Indiana, to attend the fourth annual convention of the Indiana High School Press Association at Franklin College, on Friday and Saturday.

Every high school in the state of Indiana is entitled to representation at this convention. More than four hundred delegates are expected from over one hundred Indiana high schools. The association was organized to create a better spirit among the schools and to improve high school journalism.

The registration of the delegates will take place between 7:30 and 10:45 o'clock, Friday morning. At 10:45, the convention will be called to order in the chapel of Franklin College by the executive secretary, Dan A. Skins of Franklin College. Dr. Henry Noble Sherwood, state superintendent.

(Continued on page four)

ECHO WELCOMES EXCHANGE PAPERS

Shortridge extends a welcome to all the high school papers which have been sent to us this year. The exchange papers are coming in from all over the country, making a total of seventy-nine. Last year the list numbered about 170, including publications from many of the larger colleges, universities, and high schools.

There are only four high school dailies in the country. These are "The Chicago Tribune," "The Los Angeles Times," "The Daily News," "The University High School, Oakland, California," "The Daily News," "Omaha Technical School, Omaha, Nebraska."

All of the papers that have been received this year show a great improvement in journalism. Many of the publications have been changed from monthly to weekly, and from weekly to bi-weekly. This is a great advance in high school journalism.

CRESCENDO CLUB MEETS.

The Crescendo Club, the musical organization of Shortridge, met yesterday, at conference, in the Auditorium. The committee for the next meeting is Beadie Hills, chairman; Lucille Hughes, Jean McColgin, Janet Little, and Dorothy King.

First page, made up and printed from dummy shown on page 261.

The Make-up. While it is more important to publish the news than to try for a symmetrical make-up, some thought must be given to the appearance of the paper in order to give it character. There should be days when it has a studied and well balanced appearance.

The following suggestions apply to the problem of the make-up of a high school paper:

- (1) Try to put all important news stories on the first page.
- (2) Put the most important story in the outer right-hand column of the first page.
- (3) If the story is very important, it may be given a banner head across the top of the page, leading into a two-column head. The story should be run double-column for about ten lines and then changed to single-column to make room for another single-column head in the unused part of the column.
- (4) Place the story that is second in importance in the first column on the left.
- (5) Break over to the continuation page, stories that run more than a half-column in length. It is customary to break over first-page stories to the fourth page. There are practical reasons for doing this. The first- and fourth-page copy can go to press together and the printer can make up and run the first and fourth pages as the same side.
- (6) Try to avoid breaking over two stories from the same column.
- (7) Do not make the dummy too rigid. The printer must have some freedom. Provide several short news items to be used as "filler" at the bottom of the page.
- (8) Editorial paragraphs or liners will serve as "filler" on the editorial page.

- (9) "Dark" heads should be contrasted with "light," that is, short news stories may be alternated with longer and more important stories that are given dark heads.
- (10) It is difficult to get this alternation in a four- or six-column paper. In such cases, a notice or announcement may be used to start the column, thus throwing the dark head down and preventing it from coming opposite another dark head.
- (11) On the editorial page the prevailing practice is to put the "leader" (most important or timely editorial) first, shading off to the more general types and working into editorial paragraphs and liners in order of decreasing length.
- (12) The exact position of the ads should be indicated on the dummy. Care should be used to see that they do not "box" each other. That is, unless an ad is the full width of the paper, there should be reading matter next to it. Single-column ads should not be placed side by side. A neat arrangement is to "pyramid" the ads, placing the largest at the bottom and the smallest at the top, others being arranged between to give the effect of stair steps. A reverse arrangement may be used, putting the largest at the top and graduating the others, so that the smallest is at the bottom.

There follow photographic reproductions of pages of high school newspapers, showing attractive styles of make-up that give evidence of an application of the principles of journalism.

Examples of Make-up

The Crane Tech

No. 11

Chicago, Illinois, Friday, December 5, 1924

Vol. V

SENIOR CLASS HONOR MEN GIVE INTERVIEW TO TECH REPORTER

Pistilli Ranks Highest with an Average of 4.72.
An Valectorian

ALL FEEL HAPPY

"How does it feel to find yourself one of the ten in scholarship for the four years of your high school life?" is the question in the minds of the ten men who were interviewed by Tech reporter.

Each of the ten men on this subject, a smile and an expression of modesty to mind in the effort to answer the question were the first answer from each of these distinguished men. The thoughtful expression came over their faces showed that the honor roll has its serious side, yet later said:

1. Alciato Pistilli: "To be one of the ten highest in scholarship is a great reward. The only advice I can give is to do your home work and study hard."

2. Albert Levy: "When I came to Crane, I had no idea that my record would cause me to take any rank in the school. I feel highly honored in being given an opportunity to speak on our commencement program."

Harold Ponce: "I doubt whether any of the ten honor men can answer off hand for the feeling you speak of lies deep in the heart and is not easily expressed."

3. Walter Menard: "The thought comes of the rank has proved that the work of the four years with its sacrifices made to the school has paid off in a great reward. I am very much pleased and gratified."

4. Walter Menard: "O course I feel happy with I could have found none for athletics, but work after

MARQUETTE DEBATERS ARE SWAMPED BY MAIN BLDG'S GREAT DEBATING

Waintroob, Bolotin and Rosenfeld Win On Imperialism Question

BOTH TEAMS GOOD

With the Crane debating championship shield of '22 and the picture of the team on the wall, the debaters of the Main Building, Marquette endeavored to convince the judges, Miss Day, of Marquette that the Crane team was the better of the two in foreign countries should (or

BASKETBALL TEAMS SPLIT

The Crane Tech basketball team split with Phillips, Tuesday, at the South Side's gym, winning the light-weight game 15 to 13, and the heavy-weight game 15 to 8. The fast lightweight quarter earned the victory. The game was fast and was a hard one easily enough the victors. The game was fast and was a hard one easily enough the victors.

heavyweight game was rather disheartening. With four regulars unable to play because of ineptitude, the Braves were put up a hard fight. In another column will be found the complete basketball schedule.

CRANE'S TEAM HOLDS PRACTICE DEBATE WITH MARSHALL, FRIDAY EVE.

Spector, Rosenthal and Levine Speak for Affirmative

FIRST DEBATE HELD

The first debate ever held in Bingham Hall was a great occasion which attracted a large crowd. The affirmative team, consisting of Spector, Rosenthal and Levine, spoke for the affirmative. The negative team, consisting of Marshall, spoke for the negative. The debate was held on the topic, "Don't Mind the Rain."

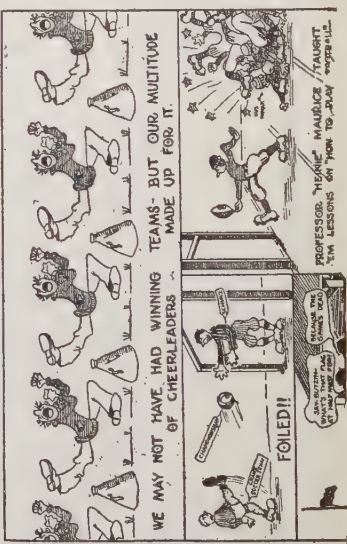
The entire proceeding of the evening, conducted under the chairmanship of Miss Hardie, Marshall's former teacher, was a most successful one. Last year, a member of the championship team of '22, now at Northwestern, Hazod Gordon and Mayer Goldberg, of Crane College Debating Team, were present to encourage both the teams and their coach, Miss Pauline Rosare, who presided over the debate. She ascribes all the credit for their past success and to whom they look for inspiration for future achievements.

Crane upheld the affirmative and Marshall the negative. The Constitutional Amendment Providing for Congress May Be Re-enacting a Statute, Crane lost to the expounders of the negative side.

The debate from the very outset was a sea-saw affair. The decision resting first with one side and then with the other. The affirmative speaker came to the fore. Despite the superior delivery, team work and rebuttal, Crane lost to the expounders of the negative side.

Spector opened the affirmative side and Marshall the negative. The debate was held on the topic, "Don't Mind the Rain."

Though Crane lost and should be



WEEKLY SCARAB, FRIDAY, MAY 4, 1935

PAGE THREE

Four-Sided Sod Meet Tomorrow Should be Mighty Tussle

LOCAL CHANCES RISE

AS DICKSON WILL BE ABLE TO RUN AGAIN

Artisans Have Even Chances For Victory Over Akron West, Glenville and West Tech Cinder

Their backs to the wall, these East Tech trackers are going to make a desperate stab for track honors Saturday in a quadrangular meet between Akron West, Glenville, West Tech and East Tech. Dickinson, local star, will enter the meet, to be held at West Tech Field, since his foot, twisted in the Lakewood meet, is better.

Dope says that the meet should be

Glenville's team was a mighty good

weaving the C. A. C. and Lakewood

one competitor this week. West Tech

also has a fast and snide, winning

the sprint Sunday at the recent relay

contest.

The Akron team, though rather

weak in the dashes, was a powerful

distance and field event array.

De Marco looks to be good for a

first in the 125-yard high hurdles, with

Rue and Tolson of Akron West, with

Dahl of Glenville to try for the

under their arm in the second, the

score then being 7-0. Cabon, the

Gymnast's knicker, had the "Hi-Y" boys

foiled to disengage, allowing only three

in the second, pulled the ball for a

black. Cabon also pulled a great one

in the second, finding the ball for a

banter with the bases loaded. Burton

soaked out a four-bagger in the third.

Drompp was easy for Akron's

prizegives, allowing seven hits for a

total of 11 runs. He turned six

on balls.

The first inning produced two runs

for the Gymnasts.

Cornwall Prefers Dickson

Vernon Dickson, Butler's right-hand man, was pruned by being one of the two best track men in town. The other, according to Cornell, is Eastern of Lakewood. Kadler, specialty coach, is more versatile, being able to handle any of the state champ hurdles and good at any distance from 200 yards up.

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Dickson was "the best track man

on the floor."

At the C. A. C. meet, Ohio

Gym Captains Sock Broadway "Hi-Y," 11-0

This Week to See Play-Off of

Many Postponed Games;

Pitching Good.

By dint of mauling the Broad-

way "Hi-Y," the Gym Captains had

the Friday club leaders league with

two wins. The Prelims are at the

top of the Monday league with the

two victories to their credit.

They have been the postponed

Saturday for April 24. The first that

Sunday Day for all last Friday caused

the postponement of the contests,

some of which have not been played

yet. The postponement of the

the shift because of rain. Unless

team managers get busy the league

will be one rare mid-up.

The Scarab's prediction, that fight-

ing will be coming track. Cabon, the

Gym Captain's knicker, had the "Hi-Y" boys

foiled to disengage, allowing only three

in the second, pulled the ball for a

black. Cabon also pulled a great one

in the second, finding the ball for a

banter with the bases loaded. Burton

soaked out a four-bagger in the third.

Drompp was easy for Akron's

prizegives, allowing seven hits for a

total of 11 runs. He turned six

on balls.

The first inning produced two runs

for the Gymnasts.

In the second, Cabon struck out

three in a row. In the Captain's

knicker, had the "Hi-Y" boys

foiled to disengage, allowing only three

in the second, pulled the ball for a

black. Cabon also pulled a great one

Picked Elevens Play in Practice Windup

Annual Tournament

To Come Off

Football practice starts its almost

Thursday afternoon when a game be-

tween two elevens, carefully selected

from approximately 30 survivors of

the 100 or more Akronians who re-

sponded to the first call, will be waged

in the beautiful green expanse of

the Scarab's field. Unchecked it will be

the only one remaining from last

year's variety. As entirely new ones

must be constructed around this

nucleus.

During the latter part of last week,

practice was temporarily impeded by

the mist weather which prevailed

and smothered Knapbush Run into

sea of mud.

Drompp, captain of one of the

squads, while Strumpe guides the

practise in the high hurdles, coping

four hands and taking third in the

final.

In the relays, Johnson, a Junior

from the Akron team, is leading a

400 in the sprint. Johnson, a

senior in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

own record in 64 seconds, set his

A six-column sports page, containing much news in an orderly and pleasing arrangement. *Weekly Scarab*, East Technical High School, Cleveland, Ohio.

CHAPTER XIV

A HIGH SCHOOL STYLE BOOK

Purpose of Style Book. As previously stated, nearly all of the larger newspapers have what is known to reporters and editors as a *style book*. It contains rules and suggestions for the preparation of copy, and is of value in securing a uniform style in the paper. It is placed in the hands of all reporters, and they are expected to follow it religiously. The copy-reader uses it as the basis of his work of putting the copy into final form before it goes to the composing room.

High School Style Book. The style book contained in this chapter was compiled by the author, serving as managing editor of the *Shortridge Daily Echo*, published by Shortridge High School, Indianapolis, Indiana. It was published as a project of the Press Club. The idea of publishing such a style book originated with a student journalist, who served on the staff of the school paper and later took up journalism as a profession.

In form, the Shortridge style book is a sixteen-page pamphlet with pages 6 by 9. Included in the book are general instructions on the preparation of copy, rules for capitalization and punctuation, "important don'ts," marks used in proofreading, directions for writing headlines, model and faulty heads, and pages for memoranda.

Style Book and School Paper. The value of a style book to a school paper becomes apparent almost as soon as it is used. It enables "try-outs" and new staff members to make their copy conform to the style of the paper. It results in cleaner copy for the linotype operator and a consequent reduction in the number of errors to be corrected in the proof.

Authority. The Shortridge style book was compiled upon

the authority of recognized texts on the mechanics of writing and the practices of several representative newspapers.

Down Style. The Shortridge style book represents what is known as the "down style." By this is meant a fairly liberal style in which punctuation marks are used only when really necessary and capital letters are reduced to a minimum. Teachers who prefer to use the more conservative literary style may do so by making a few substitutions in the rules.

The difference between the modern newspaper style and the conservative style may be illustrated by the use of examples found under rules 4, 5, and 8 for the use of capital letters:

<i>Newspaper Usage</i>	<i>Literary Usage</i>
Columbia university	Columbia University
Knox college	Knox College
First Baptist church	First Baptist Church
Democratic party	Democratic Party

The question as to which style shall be used by the school paper is largely a matter of local preference. The important consideration is that some uniform style be used constantly and consistently.

Journalistic Writing Class. The style book proposed in this chapter, with whatever modifications the teacher may suggest, should be adopted by the class in journalistic writing. All written work is to be prepared as copy for the printer and not as a composition of the literary type. The importance of this feature of the work is found in the fact that journalistic writing gets its character from almost immediate publication.

How to Use Style Book. Having completed the preliminary exercises of the preceding chapters and learned something of journalistic style, the student will undertake various types of news stories. It is assumed that such stories are being prepared for publication, many of them, in theory at least,

for the school paper. Perhaps they may be published only by being read by the writers to the class, or by an exchange of papers in the class. As an experience in journalistic writing they must be published.

The first step in the use of the style book is to become familiar with the "General Instructions," which should be followed out implicitly. After the copy is written, it should be gone over much in the manner of the copyreader of one of the metropolitan newspapers, with careful attention to any error that might have to be corrected in the proof. The rules for capitalization and punctuation should be followed carefully so as to make the copy as nearly perfect as possible.

The exercises at the close of the chapter are intended to help the student become familiar with the style book.

Notebooks. It is suggested that each student have two notebooks. The one should be a loose-leaf book, containing unruled paper, approximately $8\frac{1}{2} \times 11$ inches. The notebook may be divided into three parts: (1) unused paper, (2) exercises that have been graded and returned by the teacher, (3) pages for a scrapbook for clippings from local and metropolitan newspapers. The other notebook should be a small, thin, end-open book. It is to be used for keeping special assignments made by the teacher and for jotting down notes on subjects to write upon, obtained on the way to and from school, in the halls, in the classrooms, etc.

General Instructions

1. Use only special copy paper.¹
2. Write on one side of the paper only.
3. Use ink or a soft black pencil.
4. If possible, use a typewriter.

¹ Unruled paper, without gloss. A standard size is $8\frac{1}{2} \times 11$; 8×12 is also used. White news-print paper will serve the purpose well. The paper actually referred to here is yellow and $8\frac{1}{2} \times 11$ (Railroad Manila).

5. Copy containing many names, such as the senior class list or honor roll, should always be typewritten.

6. Allow plenty of space between the lines for corrections and editing. This means at least one-fourth inch in hand-written copy and double-space on the typewriter.

7. Keep a margin of one inch on the right and left sides of the sheet.

8. Indent paragraphs one inch.

9. Write legibly. Be careful to distinguish *a* and *o*, *e* and *i*, *n* and *u*, *w* and *m*.

10. Print out in capitals unusual proper names, technical terms, and any other words that may be difficult for the compositor to recognize.

11. In writing a news story, leave the upper half of the first sheet blank for the headlines, which should be written after the story is completed.

12. Do not begin a new paragraph on the last line of a page.

13. Avoid continuing a story on a new sheet, if it is possible to do so, by crowding a few lines at the bottom of the sheet.

14. Indicate that a story is to be continued to the next sheet by writing the word *more*, circled, at the bottom of the sheet, thus: (more).

15. Check up revisions in copy to see that the parts remaining make complete sense.

16. Indicate the completion of a story by the use of an end mark, thus: #

Capitalization

Capitalize:

1. Proper nouns, months, and days of the week.

Examples: Howard Martin, February, Thursday.

2. Principal words in the titles of books.

Examples: "A Tale of Two Cities," "The Merchant of Venice." "Heroes and Hero-Worship."

Note—The “principal words” include all words except the articles (*a, an, the*), prepositions, and conjunctions.

3. Official titles, preceding a proper noun.

Examples: President Coolidge, Secretary Hughes, Chief Justice Taft.

4. The names of business firms or corporations, churches and societies, schools, colleges, and universities, except the word denoting the organization, when it follows the distinguishing word.

Examples: University of Chicago, Columbia university, Knox college, First Baptist church.

5. Geographical names and the common noun, if it precedes.

Examples: Mississippi river, Badger lake, Lake Michigan.

6. Nouns and pronouns referring to the Deity.

Examples: God, Christ, He, His.

7. Names of religious denominations.

Examples: Methodist Episcopal, Disciples of Christ.

8. Names of political parties.

Examples: Democratic party, Republican party, Socialist party.

9. Sections of the country.

Examples: Mrs. Joseph Johnstone is spending the summer in the West. The South met the North in the Louisiana-Indiana football game.

10. Abbreviations of college degrees.

Examples: A. B., A. M., Ph. D.

Do not capitalize:

1. Points of the compass.

Examples: He went south for the winter. He spent the winter in the South.

2. Names of college studies, except languages, unless they are printed in tabular form.

Examples: He is taking English, botany, civics, French, and history.

3. Titles, when they follow the name.

Examples: Arthur Brown, sergeant-at-arms; Elizabeth McMurray, recording secretary.

4. Names of school or college classes.

Example: Harold Hawkins was elected president of the sophomore class.

5. Titles in lists of offices.

Examples: The following officers were elected: James Murphy, president; Edith Frost, vice-president; Ruth Malcolm, secretary; etc.

6. Seasons of the year.

Example: May 9 is the final day for the payment of the spring tax assessments.

The Comma

1. Use a comma to separate words, phrases, or clauses in a series, including a comma before *and*.

Examples: (Words) The game was clean, fast, and exciting.
(Phrases) In argument, in delivery, and in rebuttal, the team showed the results of careful preparation.

2. Use a comma to separate two adjectives that modify the same noun, if they are the same kind and modify the noun with equal force.

Examples: 1. The game was played in a cold, drizzling rain.
2. There were three deep scars on his cheek. 3. The vacant lot was littered with old tin cans. Explanatory note: In 1, there are two descriptive adjectives that modify the noun with equal force; in 2, there are a numeral adjective and a descriptive adjective; in 3, the adjective *tin* is used so closely with the noun *cans* as to have almost the force of a compound.

3. Use a comma to set off an introductory phrase or clause, except when it is short and closely related to what follows.

Examples: If it is not possible to complete the election by five o'clock, a second meeting will be held on Friday. On Friday the periods will be shortened.

4. Use commas to set off words, phrases, or clauses used parenthetically.

Example: A freshman committee, the purpose of which is to create an interest in the Y.W.C.A., has been organized at Butler. Note: Such parenthetical constructions are usually awkward, and are therefore to be avoided.

5. Use a comma to set off words, phrases, and clauses used appositively.

Example: Mr. ———, the football coach, has called a meeting of all boys interested in the game, for Friday at 3:10 in the Study Hall.

6. Use commas to set off a non-restrictive clause.

Example: Mr. Hiram Jones, who designed the "sets" for last year's senior play, has been obtained again this year.

7. Use a comma to avoid the confusion of words that are separated from the words they modify.

Example: The basket ball team is working overtime, putting on the finishing touches for the opening game next Friday night.

8. Use a comma before the coördinating conjunction in a compound sentence.

Example: The attendance was not large, but the interest was gratifying.

9. Use a comma to indicate the omission of a verb in a compound sentence.

Example: John Smith was elected president; Charles Smith, vice-president.

10. Use a comma to introduce a short quotation.

Example: Lloyd George said, "George Washington discovered the British empire in 1776."

The Semicolon

1. Use a semicolon to separate the members of a compound sentence when they are long and not closely related in thought.

Note: Newspaper usage favors making a separate sentence of the second clause.

Examples: (Permissible) The train arrived at 4:30; it was one hour late. (Preferable) The train arrived at 4:30. It was one hour late.

2. Use semicolons to separate a series of long phrases or clauses.

Example: The following instructions were given on the writing of excuses from absence: "Pupils shall write their own excuses; they shall indicate the date and cause of absence; and they shall show them to their parents, who shall countersign them."

3. Use semicolons to separate elements in a sentence that are necessarily broken up by commas.

Example: The captains chosen were: Jones, Reds; Houston, Blues; Freeman, Browns; Davis, Maroons.

The Colon

1. Use a colon after a formal introduction of a series of words, phrases, or clauses, when used as an enumeration, illustration, or explanation.

Example: The following are double-period subjects: chemistry, physics, botany, zoölogy, and drawing.

2. Use a colon to introduce a formal quotation of more than one sentence or a quotation that is set in a different type measure.

Example: The speaker closed with those familiar lines from *The Chambered Nautilus*:

Build thee more stately mansions, O my soul,
As the swift seasons roll!

Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast.

3. The colon is used in expressing the time of day.

Example: Conference Period closes at 3:45.

The Dash

1. Use the dash to set off parenthetical expressions that are so loosely connected with the rest of the sentence as to break the continuity.

Example: The three great principles of rhetoric—unity, coherence, and emphasis—apply to journalistic writing.

2. Use a dash to mark a sudden break in the construction of the sentence, due to a change of thought or feeling.

Example: The day was full of pleasure—yes, it was almost too full.

3. Use a dash to indicate faltering or broken speech.

Example: "I—I didn't—me—me—mean—to do it," he stammered, as the officer questioned him sharply.

Quotation Marks

1. Enclose in double quotation marks a verbatim quotation, except when it is set in a narrower type measure or in smaller type.

Example: Burke said, "Public calamity is a mighty leveler."

2. Enclose in single quotation marks a quotation within a quotation.

Example: The preacher said, "That reminds us of the old adage, 'It is hard for an empty sack to stand upright.'"

3. Use double quotation marks at the beginning of each paragraph of an extended quotation of several paragraphs but at the close of the last paragraph only.

4. Enclose in double quotation marks the titles of books, plays, songs, etc., when used in a context, including *a*, *an*, and *the*, when these words are a part of the title.

Example: The feature of the program was the reading by Miss Susan Gray Jameson of Zangwill's "The Melting Pot."

5. Enclose in double quotation marks slang expressions that are not consistent with the style of the context.

Example: There has been much unwarranted "knocking" of the new traffic regulations in recent editorials.

Do not quote:

1. Titles of books in a tabulated list or in copy made up largely of titles; as a course of study.

2. Names of newspapers and periodicals.

Example: Garr Williams, formerly cartoonist of the Indianapolis News, is now on the staff of the Chicago Tribune.

3. Names of characters in plays, stories, or novels.

Example: Macbeth is the hero of "Macbeth."

The Apostrophe

1. Use the apostrophe to spell the possessive case of nouns but not of pronouns.

Examples: boy's, boys', man's, men's; Jones' or Jones's. But hers, not her's; its, not it's. Note: "It's" is the contraction of "it is" and not the possessive of "it."

2. Use the apostrophe to spell contractions.

Examples: isn't, aren't, doesn't, didn't.

3. Use the apostrophe to spell the plural of letters, figures, signs, and words used as words.

Examples: 6's, t's, \$'s, #'s, and's, the's.

4. Use the apostrophe to indicate the omission of letters at the end of words in dialect stories.

Example: "But ez for book-readin', wife an' me ain't never

felt called on to read no book save an' exceptin' the Holy Scriptures—an', of cose, the seed catalogues."—Ruth McEnery Stuart's "Sonny."

Italic

Italic is an effective device for emphasizing outstanding or contrasting words. It may also be used as a substitute for quotation marks in titles. It may be made worthless by overuse.

Example of a proper use of italic: There seems to be a growing tendency to use *partially* in the sense of *partly*.

Note: To indicate to the printer that italic is desired, underline the words in the manuscript.

Important Don'ts

1. Don't use parentheses. If the matter is important, put it in; if not, leave it out.

2. Don't use *d*, *nd*, *rd*, or *st* with a date. Avoid: September 7th. Use: September 7.

Don't use a comma between a name and Jr. or Sr.

Correct: James Henry Harrison Jr.

EXERCISES

1. Test your knowledge of the rules for the comma by supplying all commas required in the following sentences. The exercise should be done carefully, with the purpose of getting as near 100% as possible.

Sentences on Comma

1. Mr. Brown the coach has called secret practice.
2. If I were in your place I would not go.
3. George said "I must be mistaken."
4. He is not very popular but he has a few close friends.
5. Susan Brown was elected secretary; Arthur Jones treasurer.
6. Indianapolis, the capital of Indiana is the largest inland city in the world.
7. Outside the rain was falling.

8. There is no flag more beautiful than the red white and blue.
9. So far as I am able to tell his statement is correct.
10. This is a dark gloomy day.
11. My friend who is a doctor lives in Chicago.
12. He tried very hard and he succeeded.
13. Your father if I am not mistaken met me on the street yesterday.
14. The world admires the man who does his best.
15. Three small boys were making all the noise.
16. He who hesitates is lost.
17. The old oaken bucket hung in the well.
18. The special sale continues through Thursday Friday and Saturday.
19. When we reached the top of the mountain we had a glorious view.
20. The stockholders mostly old people will suffer complete losses.

2. Next to the use of the comma, the question of capitalization is the most frequent cause for the use of the style book. Supply all capitals and punctuation marks needed in the following sentences, using the *down style*. Try to do as well or better than you did in the previous exercise.

Sentences on Capitals

1. Fire destroyed the methodist episcopal church on the corner of north and west streets last night.
2. He usually spends his summers in the north but this year he will go west.
3. The sophomore class is preparing for their annual spring carnival.
4. The president of the class has asked the domestic science class to help prepare the refreshments.
5. We have read four books this year travels with a donkey as you like it the autocrat of the breakfast table and the house of a thousand candles.
6. The class day officers are as follows Josephine Sharp historian Martha Prescott prophet Robert Stanton will-maker and Hubert Stamm giftorian.
7. The summer course will include latin mathematics history civics economics english french and domestic science.
8. He will spend two years at Oberlin college and then enter the university of michigan.
9. A storm on lake superior made it necessary to delay our trip.
10. The hostess for the next meeting the second tuesday in january will be Mrs. Howard Adamson.
11. The winter season brings many interesting sports to the cities of the north.
12. The principal address at the republican rally was delivered by senator Watson.
13. After receiving an a. b. degree from Williams college he entered yale university to work for an a. m. degree.

14. At the opening game mayor Harmeson threw the first ball.
15. The manual training high school team has not been defeated this year.

3. The following words were used with a Briggs cartoon, under the familiar caption, "When a Feller Needs a Friend." The picture shows a homesick boy away at a "prep" school. Punctuate in such a way as to represent the boy's feeling:

I wonder what the folks are doing about now I hope they take care of my radio set I wonder if they'll remember to give Pete a nice bone once in a while and let him sleep in the furnace room these chilly nights Gosh I wisht I had a good home cooked meal I wonder if they'll let me go home for a few days Gee I'd like to see Sis and hear her play the piano I had a swell bed at home too—

4. Supply all internal marks of punctuation required by the following news item:

Summer made its official bow at noon to-day and at the same time the Middle West was promised its second taste of extreme Summer weather. Temperatures of 90 degrees and higher will prevail in this area Sunday according to the prediction of the Government Weather Bureau

Another heat wave will develop over the Middle States said the Bureau and the temperature will rise to 90 degrees or above Sunday. It is impossible to tell how long it will last Summer solstice began to-day and we can expect hot weather now

The relief bearing rains which had fallen in and about the Western Lakes region had moved eastward to-day halting the growing list of heat fatalities.

5. Supply the missing quotation marks in the following Associated Press item:

Journalism is a nerve-racking profession, Lord Burnham told the guests at a Newspaper Press Fund concert.

Although our profession, he continued, has a great deal of attraction superior to any other, it involves a vast amount of wear and tear. There are few who do not suffer from it. Sometimes, looking back at the years of the war, I am surprised that we were not broken down by the anxieties and responsibilities we bore.

Those anxieties and responsibilities may not be recognized so much in Downing Street as we know them in Fleet Street. You know the stress and strain we went through in our different capacities to serve the Commonwealth to the best advantage in its hour of desperation.

6. The following news items are actual copy, clipped from high school newspapers. They are typical of the problems of punctua-

tion and capitalization. Put in proper form for publication, according to style book:

On February twenty-fifth Ye merrie players are going to present Daddy-long-legs."

In a recent blank test given in History the statement read thus: The ——— was the Prisoner of ———." Hazel Anderson answered thus: "The kaiser was the Prisoner of the world war."

In French class recently mrs. Armour began to talk about crow's feet in french. No one seemed to know what she meant. Finally Mrs. Armour said I haven't got them have I neither have you?" and Lucille Rogers looked at the teacher's feet.

The Boys' Glee club will present a concert on february fourth. The dramatic club is giving a forty-minute comedy also. This entertainment promises to be of the finest kind.

The — "Hi-Y gave a "Find Yourself" supper in the lunch room tuesday evening March 24 for the boys of ——— High. The supper was given for the purpose of bringing men of different occupations together with boys who intend to follow these occupations in later life.

After supper the boys enjoyed "chats" with individual men who are following their intended future work. The boys amused themselves later in the evening by playing basket ball in the boys' gymnasium.

CALENDAR

April 6—Mixed chorus practice study hall 7:00 p m.
Band practice jackson building 4:05 p m.

* * *

April 7—Leaders' club meeting community house 7:00 P. M.
Spring vacation begins.

* * *

April 8—Picture "the arab." See a real sheik girls Compare yourselves Ye modern sheiks!
Matinee—2:00 p m.
Evening— 7:30 P. M.

Kitty: "Oh so eleanor cole is hiding behind a nom de plume?"
Cat: "Yes she has a perfect mania for feather pets."

"Candy for sale "Nice sweet wholesome candy right this way!"

The scholarship committee of the Girls' league is now selling candy as well as eskimo pies and sweethearts. What could taste better than fresh homemade candy made by the domestic science girls?

Those speaking are Joseph Markson 12a William White 12a Hugh Skinner 12a Charles Jones 12a Thomas Markman 12A Ethel Morris 12a Mary Grant 12a Dorothy Elroy 12A Hazel Decker 12a Ruth Hendricks 12a and Jean Royal 12a.

Two effective stage settings contributed much to the successful performance of "The Hottentot" presented by the junior class in the high school auditorium last friday evening.

7. Supply all capitalization and punctuation required in the following news story:

Many Eggs From China

Shipments to Great Britain, Japan and the United States.

More than 1,000,000,000 eggs are exported from china annually according to estimates of the foodstuffs division of the department of commerce. The annual production of eggs in that country is placed by the same authority at 26,250,000,000 or the product of 350,000,000 laying hens at an average of 75 each. In addition to eggs exported in the shell approximately 57,642,000 pounds of frozen eggs are shipped out of china each year.

A report prepared on the subject by the foodstuffs division says that japan is the principal market for chinese eggs in the shell while Great Britain takes more than half the albumen and yolk and almost all frozen eggs exported. The united states buys only one-fourth as much albumen and yolk from china as does great britain. The bulk of the large quantities of egg products imported into this country however comes from china.

The cost of producing eggs in china is very low the report concludes. There are no poultry farms. A few chickens are raised by almost every family and are fed table scraps with coarse rice or low-grade wheat and other crop refuse vegetable scraps and what can be picked up in the yards and fields. There is little feeding however in most areas except in winter. The average price of eggs in hankow china which is more or less representative of the whole egg producing section in wholesale quantities laid down at the factories was 10 cents a dozen in 1923.

CHAPTER XV

ESSENTIALS OF CORRECT ENGLISH ¹

Importance of Words. The characteristics of journalistic style are seen in paragraphs, sentences, and words. After long study and practice the paragraph and sentence may be mastered, but there will be much to do to acquire skill in the use of words.

The importance of being able to use words correctly and effectively is recognized by all professional news writers. As they come before the high school press clubs to talk to boys and girls who are interested in journalistic writing, they almost always make reference to this fact. If words are to them the tools by which they do their daily task, it is natural for them to take pride in their tools.

To the news writer, the mastery of words is more than a matter of pride. It is a practical necessity. The right word gives the quality of accuracy to the style and helps to make it readable. From the purely mechanical side, also, the ability to use words is important. In the writing of headlines, for one thing, there arise many problems, because of the limitations of the width of the column, that can only be solved by a wide knowledge of words. In the news story and in all copy for the newspaper, the ability of the writer to use words correctly greatly reduces the labor of those who follow up his work. If the writer's knowledge is limited or if his habits are slovenly, he makes unnecessary work for the editor, the copyreader, and the proofreader, who must make up for his shortcomings.

The news writer of to-day received much of his knowledge

¹ If the class has recently had a course in technical English in which a handbook on the mechanics of writing is used, this chapter may be omitted, at the discretion of the teacher.

of correct English back in the high school, or even in grade school. Habits were started there that have persisted to the present. The high school student has the opportunity to start right habits to-day. If he intends to make journalism his life work, he will begin early to form habits of care in the use of words. If his interest is only in the practice in writing the course affords, he will find that the ability to use words correctly is one of the greatest benefits to be gained.

The Dictionary Habit. The dictionary, the great storehouse of information about words, should be the constant companion of the student journalist. He should have it on his writing table and consult it frequently as he writes, never permitting himself to use a word whose meaning is uncertain. Particularly should he seek synonyms for large and bookish words, so as to put his news copy into the simplest language that will express his thought.

Spelling. The ability to spell words correctly is important. It is better to avoid errors than to correct them. It is the duty of the proofreader to catch the misspelled words, but, being human, he is not always able to do so. In spite of every effort to concentrate on the appearance of the word, the most experienced proofreader will occasionally let a misspelled word "get by." The haste of publication also makes it impossible to catch all errors; so it is better for the news writer to avoid them in the beginning.

The word lists given here are not intended to supply all the needs of the student journalist. They are intended, rather, to bring a challenge and put him on his guard.

Grammatical Errors. The importance of grammar as a part of correct English cannot be separated from the use of words. For instance, the spelling of the possessive and the plural is as much a matter of grammar as of spelling. It is assumed that the high school student who takes up journalistic writing is far enough along in his course to know the

larger essentials of English grammar. There will still be some troublesome points that need further attention. Only such points are considered here.

Words Often Misspelled or Confused

accommodate	conscience
accuracy	control
accurate	corps (<i>military term</i>)
achieve	correspondence
achievement	criticise (<i>or criticize</i>)
acknowledge	criticism
acknowledgment	council (<i>assembly</i>)
adequate	counsel (<i>advice</i>)
advertise	definite
advise	develop
agreeable	developing
allege	developed
all right	development
already (<i>by this time</i>)	disappoint
all ready (<i>entirely ready</i>)	divide
almost	edition
amateur	education
analysis	efficient
analyze	eighth
apparatus	electrotype
approximate	endeavor
approximately	enroll
association	essential
attendant	excel
athletic (<i>adj.</i>)	excellent
athletics (<i>noun</i>)	familiar
begin	February
beginner	foreign
beginning	forfeit
believe	forth (<i>out</i>)
beneficial	fourth (<i>4th</i>)
benefit	fulfill
bulletin	grammar
bureau	guarantee
calendar	height
campaign	hoping
candidate	illustrate
capital (<i>seat of government</i>)	improbable
Capitol (<i>statehouse</i>)	install
catalog (<i>or catalogue</i>)	it's (<i>it is</i>)
chauffeur	its (<i>possess. of it</i>)
column	judgment
competition	knowledge

laboratory	program
license	prophecy (<i>noun</i>)
linotype	prophesy (<i>verb</i>)
loose (<i>adjective</i>)	prove
lose (<i>verb</i>)	receive
maintain	recommend
maintenance	recommendation
miscellaneous	refer
model	referring
movable	referred
necessary	reference
necessarily	repetition
necessity	representation
nephew	rhythm
niece	salary
ninety	schedule
noticeable	secretary
oblige	separate
operate	sergeant
opponent	similar
parallel	stationary (<i>adj.—fixed</i>)
partial	stationery (<i>noun—writing paper</i>)
participate	statue (<i>sculpture</i>)
permissible	statute (<i>law</i>)
piece	steal (<i>verb</i>)
plan	steel (<i>noun</i>)
planning	stereotype
planned	stop
plausible	stopping
possess	stopped
possession	substantial
possessive	succeed
possible	success
possibly	successful
possibility	summary
practical	superintendent
precede	superintendency
precedent	supervise
prefer	suppress
preferring	surprise
preferred	symptom
preferable	technical
preference	telegram
preparation	telephone
preparatory	till (<i>until</i>)
principal (<i>of a school</i>)	totally
principle (<i>a rule</i>)	transfer
privilege	transferring
proceed	transferred
process	treasurer
profession	true

truly
twelfth
unanimous
unnecessary
until (*till*)
using
volume

weather
Wednesday
whether
write
writing
written

The Spelling of Foreign Nouns

Singular

alumna
alumnus
analysis
appendix
axis
bacterium
crisis
datum
ellipses
erratum
focus
formula
fungus
genus
hypothesis
memorandum
minimum
parenthesis
phenomenon
radius
tableau
terminus
thesis
vertebra

Plural

alumnae
alumni
analyses
appendices or appendixes
axes
bacteria
crises
data
ellipses
errata
foci
formulae
fungi
genera
hypotheses
memoranda
minima
parentheses
phenomena
radii
tableaux
termina
theses
vertebrae

Spelling the Possessive

Most nouns form the possessive singular by adding 's. Example: boy—boy's; girl—girl's.

Plural nouns ending in *s* form the possessive by adding the apostrophe only. Example: boys—boys'; girls—girls'.

Plural nouns not ending in *s* form the plural by adding 's. Example: men—men's; children—children's.

Singular nouns ending in *s* commonly form the possessive by adding 's. The older usage favored adding the apostrophe only. Example of present usage: Jones's—James's.

Some singular nouns ending in *s* and used in set phrases form the possessive by adding the apostrophe only. Example: for goodness' sake, for righteousness' sake.

Expressions ending in *else* form the possessive by adding 's to *else*. Example: anybody else's, everybody else's.

When two or more nouns are used together as a compound, or as a phrase, the last noun only takes the sign of the possessive. Example: Smith, Brown, and Hunt's factory, Tom the blacksmith's shop, Edward VII's reign.

If two or more nouns are used together and the idea of separate ownership is intended, the possessive form of each is used. Example: men's and women's coats.

When a possessive noun is modified by a phrase, the sign of the possessive is added to the last word of the phrase. Example: The Mayor of Chicago's office.

Spelling Compound Words

Although there is much conflict of opinion on the spelling of compound words, the following may safely be spelled without a hyphen:

already	sometimes
although	today
altogether	together
baseball	tomorrow
basketball ¹	tonight
everybody	twofold
football	typewrite
footnote	whatever
inasmuch	whenever
moreover	wherever
nevertheless	whichever
notwithstanding	whoever
nowadays	within
somehow	without

Spelling the Plural of Letters and Numbers

The plural of letters and numbers used as such is formed by adding 's. Example: Your *u*'s look like *n*'s and your *a*'s look like *o*'s. The tickets are divided into 2's, 4's, and 6's.

¹ There is much diversity in the spelling of the word. It is frequently spelled *basket-ball* and also *basket ball*. The school paper should adopt one of the three possible spellings and use it consistently.

The Spelling of Words Used as Words

It is sometimes desirable to spell the plural of a word that is used as a word and not to represent the idea usually associated with it. This frequently is the case with the names of magazines and newspapers. The plural of such words is formed in the usual way and the whole word is put in italic. Example: Bring your *Atlantics* to class. The printer will have the *Echoes* ready for delivery in an hour.

*Words Misused Because of a Confusion of Their Meaning**Affect—effect*

To affect is to influence; *to effect* is to cause or produce. Example: The directors *effected* a change in policy that will *affect* all the stockholders.

Alternative—choice

Alternative implies two possibilities; *choice*, more than two. Example: The school paper had only one *alternative*—get more subscribers or cease publication.

Amateur—novice

An *amateur* is one who does a thing because of his interest in it or love for it, and not because of a desire for financial gain. This distinguishes him from a professional, although he may have just as much skill. A *novice* is one who is just beginning. He may later become either an *amateur* or a professional. Example: He is much interested in *amateur* photography, although he is still a *novice*.

Among—between

Among applies to more than two; *between*, to two only. Example: There was much speculation *among* the spectators as to the probable outcome of the struggle *between* the two teams.

Appreciate—enjoy

To appreciate is to know the full value of a thing; *to enjoy* is to get pleasure from. Ordinarily, *appreciate* is used where *enjoy* is meant. Example of correct use: We *enjoy* good music, even if we are not able to *appreciate* it.

Apt—likely—liable

Apt denotes habitual tendency; *likely*, probability; and *liable*, unpleasant probability. Examples: The careless student is *apt* to leave his books wherever he happens to be. The play is *likely* to succeed. The play is *liable* to fail.

Assert—claim—declare—state

Assert means to speak with authority. *Claim* means to assert a right. *Declare* means to make known explicitly, especially in a formal manner. *State* means to give the full particulars in a formal manner. Examples: He *asserted* his ignorance of the law. He *claimed* the right to fix his own price. The directors *declared* a dividend. The boy *stated* his opinion to the jury.

Aware—conscious

Aware refers, primarily, to knowledge received from without; *conscious* to knowledge received from within. Example: The reporter was *aware* of the fact that he was being blamed, but he did not seem *conscious* of the seriousness of his mistake.

Balance—remainder

Balance is that which is needed to make equal. It is commonly used as a bookkeeping term. *Remainder* is that which is left over. It is a mathematical term. Both are incorrectly used for *rest*. Example: The *rest* of the class (not *balance* or *remainder*) were undecided.

Beside—besides

Beside means by the side of; *besides* means in addition to. Example: The child sat *beside* his mother. The merchant had other interests *besides* his business.

Blunder—error—mistake

A *blunder* is a serious and usually awkward *error* or *mistake*. An *error* is a departure from the right. A *mistake* is doing the wrong for the right. Examples: The apprentice made a *blunder* that will delay the job for several days. The proofreader caught the *error* in the spelling of the name. By *mistake* he took the wrong umbrella.

Bound—determined

To be *bound* is to be held under a moral or legal obligation. To be *determined* is to have one's mind made up. Examples: The boy is *bound* to vote as he pledged, but he is *determined* not to be so quick to make promises in the future.

Buy—patronize

To *buy* means merely to purchase. To *patronize* means to give encouragement or support by *buying*. Examples: We *bought* a lot of useless things just to *patronize* the fair.

Can—may

Can denotes ability; *may*, permission or possibility. Example: The censor says we *may* run a double-column head, if we *can* get the copy ready in time.

Capital—capitol

The city is the *capital*; the building, the *capitol*. *Capital* also means money invested in a business. Examples: The center of attraction of a *capital* city is usually the *capitol* building. The business has reached the point where it will take more *capital* to finance it.

Character—reputation

Character is what you are; *reputation*, what you are thought to be. Example: If his real *character* had been known, he would not have had such a good *reputation* for honesty.

Couple—two

Couple should only be used to refer to two persons or things that are thought of as being together. It is often incorrectly used in place of *two* or *a few*. Wrong: School will be out in a *couple* of days. Right: School will be out in a few days.

Custom—habit

Custom refers to the outward fact of repetition; *habit*, to the inward tendency to repeat. Example: It is the *custom* of the school to have a student speaker on the commencement program. The dictionary *habit* is a good one for young writers to acquire.

Enough—plenty

Plenty means more than *enough*—an abundance. Example: There will be just about time *enough* to get the book out on the date promised. We had *plenty* of lunch so that every one was more than satisfied.

Expect—suspect

Expect means to await; *suspect*, to have an opinion. Example: I *suspect* he has grown tired of waiting and will no longer *expect* us.

Excuse—pardon

The slight difference in the meaning of the words is based on the idea that *excuse* means to overlook less serious offenses than *pardon*. Example: *Pardon* my blunder. *Excuse* my mistake.

Fewer—less

The former applies to number; the latter, to quantity. Example: As you make *fewer* mistakes in your copy, it takes *less* time to edit it.

Farther—further

Farther usually refers to actual distance in space; *further*, to relative progress. Example: Before we go any *farther*, we had better study our plans a little *further*.

Hardly—scarcely

Hardly refers to effort; *scarcely* to quantity. The difference in meaning is just about that of *hard* and *scarce*. Example: He was so surprised he could *hardly* speak. There was *scarcely* enough rain to wet the dust.

Healthful—healthy

That which is conducive to health is *healthful*; that which has health is *healthy*. Example: *Healthful* climates help many who are ill to become well and *healthy*. NOTE: *Wholesome* is still a third word that is used, instead of *healthful*, to apply to food.

In—into

In refers to place where; *into*, to entrance. Example: The team practiced awhile *in* the field before they went *into* the gymnasium.

Its—it's

Its is the possessive case of the pronoun *it*. *It's* is the contraction of *it is*. Example: *It's* quite true that every vocation has *its* advantages and disadvantages.

Last—latest

Last means final. *Latest* means nearest the present time but not *final*. Example: The *last* number on the program was a jazz tune of the *latest* style.

Leave—let

Leave means to depart from; *let*, to permit. Example: Before I *leave* the house, I will *let* you see my latest snap shots.

Majority—most

Majority should apply to persons only. *Most* may apply to things as well as persons. Example: The *majority* of the staff decided to write their copy on the typewriter. *Most* schools now have a nine-month year.

Partially—partly

Partially means in a partial manner; *partly* means in part. Example: The greatest praise was given very *partially* to the girls. The editor was *partly* to blame for the error.

Party—person

The use of *party* to designate a *person* may well be confined to legal phraseology. Example: The other *party* in the case is a *person* you may have met.

Quite—very

Quite means completely, entirely; *very* means only to a high degree. Example: You are *quite* right; it was a *very* foolish thing for me to do.

See—witness

Witness is used very frequently in the newspapers in the sense of *see*, as, Nearly five thousand people *witnessed* the game. The school paper may well give preference to the conservative usage. *See* means to recognize through the sense of sight. *Witness* means to *see* in such a way as to be able to give testimony. Example. Those who *witnessed* the accident did not *see* all that happened.

Say—state

The difference between *say* and *state* is about the same as that between *see* and *witness*. *State* has more of a legal sound than *say*. Example: When asked to *state* his case, he responded, "I have nothing to *say*."

Transpire—happen

Although *transpire* is frequently used in the newspapers in the sense of *happen*, it is well to keep the distinction. *Transpire* means to come to light, to be discovered by accident, to "leak out." *Happen* means to occur by chance. Example: It *transpired* during the investigation that valuable papers had been concealed. A friend of the family *happened* to be staying at the same hotel.

Who's—whose

Who's is the contraction of *who is*. *Whose* is the possessive case of the relative pronoun *who*. Example: *Who's* going to head the honor roll this year? It was difficult for the judges to decide *whose* poem was the best.

Matters of Correct Usage

NOTE: The following list of miscellaneous matters of correct usage covers points that are usually included in newspaper style books, and are therefore of value in journalistic writing.

Do not use *a* or *an* after *sort of* or *kind of*.

Abstract nouns in *ics* are singular and require singular verbs. Right: Politics *is* humming in the senior class.

All right. Do not use the spelling *alright*. The correct form is *all right*.

Alone and *only*. Do not use *alone* for *only*. Wrong: The junior class *alone* has held election of officers. Right: The junior class *only* has held election of officers. The juniors met *alone* (by themselves) in the study hall.

And for *to*. Do not say, I will try *and* go. Say, I will try *to* go.

As for *that*. Do not use *as* for *that*. Wrong: I do not know *as* I can say. Right: I do not know *that* I can say.

At length for *at last*. Wrong: *At length* the meeting was adjourned. Right: *At last* the meeting was adjourned. The matter was discussed *at length* by the committee.

Audience. Should not be confused with *spectators*. The *audience* listens. The *spectators* look on or see.

But what for *but that*. Wrong: He does not know *but what* he may resign. Right: He does not know *but that* he may resign.

But for *only*. Wrong: There were *but* three lots unsold. Right: There were *only* three lots unsold.

Data, memoranda, etc. These words are Latin plurals and require plural verbs. Right: *Memoranda* were kept by the secretary. NOTE: If it seems more natural to use the singular verb, the singular form of the noun may be used. Right: A *memorandum* was kept by the secretary.

Different from and *different to*. Say *different from* and not *different to*. Wrong: The auto license plates are quite *different to* what they were last year. Right: The auto license plates are quite *different from* what they were last year.

Due. Do not use *due* in the sense of *because of*. Wrong: *Due to* carelessness, the window was left open. Right: *Because of* carelessness, the window was left open.

Enthuse. Not sanctioned by the best usage, and still to be regarded as an impropriety. To be avoided by the use of the adjective *enthusiastic*, with a suitable verb. Wrong: The school *enthused* at the announcement of plans for a new gymnasium. Right: The school became *enthusiastic* at the announcement of plans for a new gymnasium.

Firstly. Used incorrectly for *first*, probably by analogy to *secondly* and *thirdly*. The word *first* is an adverb as well as an adjective.

Graduate. The active is often incorrectly used for the passive. The school *graduates* the students. The students *are graduated* by the school.

He or she. The cumbersome use of the double form, *he or she*, is no longer favored by the best authorities. Wrong: Every teacher should indicate whether *he or she* has turned in *his or her* report. Right: Every teacher should indicate whether *he* has turned in *his* report.

Illustrated by. Right: The talk was illustrated *with* (not *by*) stereopticon views.

More and *most*. Do not use *more* and *most* with adjectives that are logically incapable of comparison; such as, *universal* and *unique*.

Most for *almost*. Wrong: There were *most* a hundred present. Right: There were *almost* a hundred present.

Nice. The original meaning of the word was *exact*. It should be used sparingly, especially in the sense of *good* or *pleasing*.

Onto. Do not use. The correct form is *on to*.

Pep. Used too frequently, especially in school newspapers. Some other word indicating *energy* or *enthusiasm* is to be desired.

Posted. Frequently used incorrectly to mean *informed*. Strictly speaking, it is a bookkeeping term.

Preventive. Use *preventive* in preference to *preventative*.

Prior to. *Before* is simpler, and, for that reason, is preferable for newspaper style.

So and *as*. In a comparison use *so* and not *as* after a negative. Right: It is *as* good as could be expected. It is not *so* good as could be expected.

To. Do not end a sentence with the sign of an infinitive. Wrong: He was unable to come but he tried *to*. Right: He was unable to come but he tried. He tried to come but he was unable.

Very. Avoid the too frequent use of *very*. It weakens the force of the adjective or adverb with which it is used.

Troublesome Points in English Grammar

Number Form of Verb

1. Two or more subjects connected by *and* require a plural verb. Example: Football and basket ball are the most popular sports in high school.

2. A subject preceded by *each*, *every*, or *no* is singular and requires a singular verb. Example: *Every* parent, teacher, and pupil was given a copy of the program.

3. Two singular nouns connected by *either* . . . *or*, or *neither* . . . *nor*, require a singular verb. Example: *Either* the class pin or a monogram is suitable for use on the commencement announcements.

False Agreement

1. Care should be used to make the verb agree with the real subject rather than the object of a preposition. Wrong: A list of books *were* posted on the bulletin board. Right: A list of books *was* posted on the bulletin board.

2. Care should be used not to make the verb agree with a noun

in a parenthetical expression next to which it stands, rather than with the real subject. Wrong: The coach, with his assistants, *were* on the field early. Right: The coach, with his assistants, *was* on the field early.

Split Infinitive

A *split infinitive* is one that is separated by the insertion of an adverbial modifier. In literary composition it is not always possible to avoid the *split infinitive*. It should seldom be necessary in the simpler composition of news writing. Wrong: A committee will be appointed to *thoroughly investigate* the matter. Right: A committee will be appointed to *investigate* the matter *thoroughly*.

Possessive Case Before Gerund

The possessive case, rather than the objective, should be used before the gerund. The gerund is used as a noun, as well as a verb, and should be preceded by an adjectival modifier. Wrong: There was no thought of *him running* the half-mile. Right: There was no thought of *his running* the half-mile.

The "Dangling Participle"

The well named "dangling participle" construction introduces but does not modify the subject. Wrong: Coming into the school-room, a small purse was found on the floor. Right: Coming into the schoolroom, we found a small purse on the floor.

Confusion of Adjectives and Adverbs

Adverbs are to be used when manner is implied. Adjectives are to be used when appearance, state, or condition is implied. Wrong: The child looked *palely*. Right: The child looked *pale*. Explanation: The purpose of the sentence is to give the *appearance* of the child and not the manner of his *looking*.

The confusion of the adjective and adverb in such cases is due to the fact that such verbs as *look* imply action and apparently require an *adverbial* modifier. If such verbs as *is* or *seem* are used, the proper adjective form is understood. It should be noted that *look* is equivalent to *seem* or *is*.

The only way to avoid the confusion is to determine by logical analysis whether the purpose is to express appearance or manner. The former case requires the adjective; the latter, the adverb.

Double Negatives

Care should be used to avoid the effect of a double negative by the use of a *negative* with a word that has a *negative* meaning. Wrong: There *wasn't scarcely* enough ice cream to go round. The class *couldn't hardly* wait for the bell to ring. Right: There was *scarcely*

enough ice cream to go around. The class *could hardly* wait for the bell to ring.

Like and *as*

Like is a preposition and should not be used to introduce a clause. Wrong: He did *like* he said he would. Right: He did *as* he said he would.

GLOSSARY OF NEWSPAPER TERMS

Ad—Advertisement.

Add—An addition of late information to a story already written or in type. It is usually attached to the end of the story. It may require a head of its own.

A.P.—Abbreviation for Associated Press.

Assignment—A duty assigned by the city editor. A story that a reporter has been detailed to *cover*.

Bank—One of the divisions of the headlines of a news story. Also called *deck*.

Banner—A headline in large letters extending across the top of the first page. Also called *streamer*.

Beat—Special territory assigned to a reporter in *covering* the news.

Boxed Head—Headlines surrounded by rules which form a box.

Boxed Summary—Details of information or striking points preceding a news article and enclosed by rules which form a box. The purpose is to give emphasis, the matter usually being set in **boldface** type to give still further emphasis.

Break Line—The last line of a paragraph when the line contains white space. In headlines, a line that contains white space on either side. See *Drop-Line*.

Bulletin—A brief telegraphic message giving merely the results without the details. Often used to refer to accidents.

Chase—A rectangular frame of iron or steel in which a *form* is locked for printing or stereotyping.

Copy—All manuscript prepared for publication in a newspaper.

Copy Cutter—One who divides long news stories into several parts to distribute to as many linotype operators. The purpose is to speed up the type-setting. The parts are called *takes*.

Copyholder—A proofreader's assistant, who reads the original aloud for the purpose of making a comparison.

Copyreader—One who edits copy so as to make it conform to the style book.

Cover—Applied to reporting; meaning, to get the facts or write up a news situation.

Credit—A line acknowledging indebtedness to another publication for *copy*. It is usually run under the *head* but may instead be run at the end.

- Cub*—An inexperienced reporter, who is learning how to gather news and write news stories.
- Dead*—A term applied to type that has been *run* in the newspaper and is not to be *run* again.
- Dope*—Slang for material to be used in a news story. Used frequently in the sports department to refer to forecasts of the outcome of athletic contests.
- Down Style*—Refers to a newspaper style that uses capital letters only when absolutely necessary. See "A High School Style Book," page 279.
- Drop-Line*—A headline consisting of two, three, or four lines, each occupying less space than the width of the column; descending like stair steps to the right. The thought continues from line to line.
- Dummy*—A chart showing the arrangement or *lay-out* of a newspaper page. Intended to assist in the make-up. See illustration in chapter on "Publishing a High School Newspaper," page 261.
- Ears*—Square boxes in the upper corners of the front page of a newspaper. They may contain the edition. In high school papers they frequently contain a slogan or the announcement of a coming event.
- Em*—The unit for measuring indentions, column widths, etc. The square of the body of any size of type.
- Exchanges*—Papers traded between newspaper publishers or schools. The purpose of the *exchange* is to compare notes with the other newspapers in the same field. Most newspapers have an *exchange editor*, who reads the papers and clips the interesting copy for publication. Editorials, especially, are frequently clipped from exchanges. All such copy is given due *credit*.
- Extra*—An edition of a newspaper brought out in addition to the regular editions on account of some sudden and very important news. Also used to refer to a special sports edition, such as a baseball *extra*.
- Fake*—An untrue story deliberately printed as if it were true.
- Feature*—That part of the story which is *played up* in the *lead* because of some element of unusual news value.
- Feature Story*—A news story in which the news value is less important than the style in which the story is written.
- Flimsy*—The tissue paper used in typing telegraph stories as they come off the wire. The term is also applied to the story itself.

Form—All the columns of type of a newspaper page *locked up in a chase* ready for printing.

Future Book—A book in which the city editor lists coming events to be *covered* by reporters.

Galley—A long, shallow copper tray in which the type is placed after it comes from the linotype machine and before it is put into the *form*.

Galley Proof—A proof taken from type in a *galley* to be read for corrections. It is the first proof. It is taken on a long strip of paper slightly wider than the type.

Guide Line—A key word placed by a copyreader at the *top* of a story as a guide to the foreman in assembling the parts. It is especially necessary when the copy has been divided by the *copy cutter*. Example: *Parade 1, 2, 3*.

Hanging Indention—A type of headline in which the first line is set *flush* and the lines following are *set in*. See chapter on "Writing the Headlines," page 108.

Head—A shorter form of the word *headline*.

Hold—A notation written on copy or proof to instruct the compositor not to set or run until given further orders.

Insert—A paragraph or paragraphs written after a story has been completed and to be added at some point within the story. Differs from an *add* in that an *add* comes at the end.

Jump—The line of division in a story that is continued to another page.

Jump Head—The headline to that part of a story which has been continued from another page.

Kill—To strike out copy or take out type so that it will not be printed. Often applied to a whole story that is suppressed, either while it is in the copy stage or after it has been put into type.

Lay-out—A plan which indicates to the printer where to put each of the stories.

Lead (pronounced *lead*)—The opening paragraph of a news story containing the summary or the introduction to the story.

Lead (pronounced *led*)—A thin strip of metal placed between lines of type to give more white space between them. Type set without *leads* is *set solid*.

Lead Story—The story placed in the right-hand column of the front page because it is the most important story in the issue.

Lower Case—A term used to indicate small letters as distinguished

from capitals. The term has been derived from the position of the two parts of the printer's type case. The capitals are in the upper case; the smaller letters, in the lower case.

Make-up—The general arrangement of a newspaper page, including the placement of headlines.

Mat—The matrix from which an electrotype or a stereotype is made.

Morgue—A room or cabinet containing clippings, photos, stories, etc., that may become valuable in connection with some future news event.

Pi—Type that has become so disarranged that it cannot be used until it has been distributed into the type case.

Play Up—To emphasize by fullness of treatment, as *play up* the *feature* in a news story.

Point—A system used in measuring the size of type. A point equals $1/72$ of an inch. Therefore an 18 point type equals one fourth inch in height.

Release—A story that is held for publication till a certain date or hour is *released* when the time comes. Obtaining permission to publish the story is called *getting a release*.

Rewrite—A story rewritten from another paper.

Rewrite Man—A reporter who rewrites telegraphic, cable, or local stories, or the poor stories of other reporters.

Run—Special territory assigned to a reporter in *covering* news.

Scoop—A story obtained by a reporter before it is gotten by any of his competitors. Discussed in detail on page 59.

Slug—A solid line of type set on a linotype machine.

Solid—Type set without leads between the lines.

Story—Any article written for a newspaper with the exception of an editorial or an advertisement.

Take—A portion of a story given to the compositor to set.

Thirty or 30—A telegrapher's term meaning *the end*. Sometimes placed at the end of copy to indicate it is completed instead of the end sign: #.

U.P.—Abbreviation for United Press.

BIBLIOGRAPHY

- BASTIAN, GEORGE C., *Editing the Day's News*. New York: The Macmillan Company.
- BING, PHIL C., *The Country Weekly*. New York: D. Appleton and Company.
- BLEYER, WILLARD G., *How to Write Special Feature Articles*. Boston: Houghton Mifflin Company.
- —, *Newspaper Writing and Editing*. Boston: Houghton Mifflin Company.
- —, *The Profession of Journalism*. Boston: Houghton Mifflin Company.
- —, *Types of News Writing*. Boston: Houghton Mifflin Company.
- COBB, IRVIN S., *Myself—to Date* (first published as *Stickfuls*). New York: George H. Doran Company.
- CRAWFORD, NELSON A., *The Ethics of Journalism*. New York: Alfred A. Knopf.
- CUNLIFFE, J. W., AND LOMER, GERHARD R., *Writing of Today*. New York: The Century Company.
- DAVIS, ELMER, *History of the New York Times*. New York: New York Times Company.
- DIBBLEE, GEORGE BINNEY, *The Newspaper*. New York: Henry Holt and Company.
- DILLON, CHARLES, *Journalism for High Schools*. New York: Noble and Noble.
- FLINT, L. N., *News Writing in the High School*. Lawrence, Kansas: Department of Journalism Press, University of Kansas.
- —, *The Editorial*. New York: D. Appleton and Company.
- FOWLER, NATHANIEL CLARK, *The Handbook of Journalism*. New York: Sully and Kleinteich.
- GIBBS, PHILIP, *Adventures in Journalism*. New York: Harper and Brothers.
- GIVEN, J. L., *Making a Newspaper*. New York: Henry Holt and Company.
- HARRINGTON, H. F., *Typical Newspaper Stories*. New York: Ginn and Company.
- —, *Writing for Print*. New York: D. C. Heath and Company.
- —, AND FRANKENBERG, T. T., *A Manual for Newspaper Making*. New York: Ginn and Company.
- HUFF, BESSIE M., *How to Publish a School Paper*. New York: Mentzer, Bush and Company.
- HYDE, GRANT MILNOR, *A Course in Journalistic Writing*. New York: D. Appleton and Company.

- —, *Handbook for Newspaper Workers*. New York: D. Appleton and Company.
- —, *Newspaper Editing*. New York: D. Appleton and Company.
- —, *Newspaper Reporting and Correspondence*. New York: D. Appleton and Company.
- LEE, JAMES MELVIN, *A History of American Journalism*. Boston: Houghton Mifflin Company.
- —, *Opportunities in the Newspaper Business*. New York: Harper and Brothers.
- LIPPMANN, WALTER, *Liberty and the News*. New York: Harcourt, Brace and Company.
- —, *Public Opinion*. New York: Harcourt, Brace and Company.
- LORD, CHESTER SANDERS, *The Young Man and Journalism*. New York: The Macmillan Company.
- MARCOSSON, ISAAC F., *Adventures in Interviewing*. New York: Dodd, Mead and Company.
- MAULSBY, WILLIAM S., *Getting the News*. New York: Harcourt, Brace and Company.
- MILLER, DOUGLAS WOOD, *Practical Exercises in News Writing and Editing*. New York: D. C. Heath and Company.
- MILLER, EDWIN L., *Practical English Composition, Book II*. Boston: Houghton Mifflin Company.
- PAYNE, G. H., *History of Journalism in the United States*. New York: D. Appleton and Company.
- PENCE, RAYMOND W., *Manual of the Mechanics of Writing*. New York: The Macmillan Company.
- ROSS, C. G., *The Writing of News*. New York: Henry Holt and Company.
- SEITZ, DON C., *Training for the Newspaper Trade*. Philadelphia: J. B. Lippincott Company.
- SHUMAN, E. L., *Practical Journalism*. New York: D. Appleton and Company.
- SPENCER, M. LYLE, *The Gathering, Handling and Writing of News*. New York: D. C. Heath and Company.
- STONE, MELVILLE E., *Fifty Years a Journalist*. Garden City, New York: Doubleday, Page and Company.
- THORPE, MERLE, *The Coming Newspaper*. New York: Henry Holt and Company.
- W. G. N., *The Story of the Chicago Tribune*. Chicago: The Chicago Tribune.
- WILLIAMS, TALCOTT, *Journalism as a Profession*. New York: Charles Scribner's Sons.
- —, *The Newspaper Man*. New York: Charles Scribner's Sons.
- YOST, CASPAR S., *Principles of Journalism*. New York: D. Appleton and Company.

INDEX

- Accuracy, 46
- Advance story, 191
- in high school papers, 192, 193
- Advertising, growth of, 15
- Animals and pets, 33
- Apostrophe, rules for, 287, 288
- Arrangement, 80
- Assignments, making, for school paper, 257, 258
- Athletics and sports, 17
- Automatic printer, the, 24

- Basket ball stories, 144
- Body of the story, the, 79, 80
- Business, home and, 35
- Business manager of school paper, 254

- Capitalization, 281, 282, 283
- Censor, the, of school paper, 253
- Children, 33
- Chronological order, in narration, 80
- Circulation manager of school paper, 254
- Civil War period, the, 12
- Clearness, 49
- Colleges, coöperation of, 4
- Colon, rules for, 285, 286
- Comma, rules for, 283, 284
- Compound words, spelling, 298
- Confidence, ease and, 57
- Construction, variation of, 78
- Constructions, grammatical, list of, 79
- Copy, marking, 259
- Copyholder, the, 232
- Copyreader's marks, 232
- Correspondents, special, 24
- Correspondents, staff, 24
- Counting letters and spaces, 111
- Courtesy, 54
- Criticism:
 - and the high school student, 197, 198, 199
 - in newspapers, 196
- Cut-off test, the, 83
- Cuts, borrowing, 258

- Dash, rules for, 286
- Department editors of school paper, 254, 255, 256
- Dictionary habit, the, 294
- Don'ts, important, 288
- Down style, 279
- Dummy for school paper, 259, 260, 261, 262

- Ears, copy for, 246
- Ease and confidence, 57
- Editor-in-chief of school paper, 254
- Editorial:
 - choice of subjects, 208
 - development of, 209
 - features, 219
 - how to begin, 208
 - how to close, 209
 - liners, 220, 221
 - models of style, 211, 212, 213, 214, 215, 216
 - page, 203
 - paragraphs, 220, 221
 - policy, 206
 - room for school paper, 256, 257
 - staff, 204
 - style of, 207
 - types of:
 - appreciation, 211
 - argument, 210
 - comment, 210
 - criticism, 210
 - interpretation, 209
 - literary, 216, 217, 218, 219
 - persuasion, 210
 - reform, 210
 - subjects for school, 223, 224
 - writer, 204; functions of, 205
 - writing, and the high school paper, 203
- Editorializing, 83

Editorials:

- from school papers, 224, 225, 226, 227
- present interest in, 206
- English, newspaper, 41
- Ethics:
 - codes of, 60
 - high school codes of, 64
 - President Harding's code of, 61
 - state codes of, 62

Feature, the, 77

Feature story:

- high school, 163, 164, 165, 166, 167, 168
- illustrated, 160, 161, 162, 163
- nature of, 155
- subjects for, 159
- Financial problem of high school paper, 243
- Follow-up sports story, 151
- Follow-up stories, 194
- Football stories, 142
- Forecast stories, 149
- Foreign nouns, spelling of, 297
- Free lances, 25

Grammar, troublesome points in, 305, 306, 307

Grammatical errors, 294

Harding code of ethics, 61

Head:

- and lead, 110
- in feature story, 157

Headlines:

- banner, 102
- banner, in high school papers, 102
- conciseness in, 115
- cross-line, 108
- division of words in, 115
- drop-line, 104
- figures in, 114
- from high school papers, 119, 120, 121, 122, 123, 124
- hanging indentation, 108
- jump-head, 109
- punctuation of, 117
- purposes of, 101
- pyramid, 106

Headlines—*Continued*

- repetition in, 118
- step-off, 104
- streamer, 102
- various combinations, 109
- High school newspaper, the, 1, 2, 3, 4, 52
- Home and business, 35
- Human interest, 31, 156

Ideals, worthy, 59

Interview:

- conducting, 173
- in high school papers, 173
- story from high school papers, 179, 180, 181, 182, 183
- story from professional newspapers, 176, 177, 178, 179
- type, 172
- writing, 175

Inventions, the new, 14

Italic, use of, 288

Journalism:

- a life work, 9
- American, 38
- a profession, 20
- yellow, 45

Journalistic writing:

- class, 4
- value of, 7

Lead:

- conventional, 74
- in feature stories, 157
- in interview stories, 175
- in sports stories, 140
- tone in, 76
- typical, 77, 78
- unconventional, 85

Libel, avoidance of, 59

Linotype:

- composition, 233
- corrections, 234

Logical order in exposition, 82

Managing editor of school paper, 253

Material, a variety of, 21

Mechanical problem, in headlines, 99

- Models, influence of, 45
 "Moral tag," the, 85
 Morgue, school, 258
 Morgue, the, 30
- Name:
 —choosing for high school paper, 245
 —plate for high school paper, 245
- News:
 —article, signed, 40
 —interests, special, 30
 —sources of local, 26
 —sources of school, 26
 —what is? 22
- Newspaper:
 —acquaintance with, 8
 —and literature, 18
 —in a democracy, 11
 —in daily life, 10
 —in politics, 11
 —local, 6
 —modern, 14
 "Nose for news," 53
- Notebook:
 —for class use, 280
 —use of the, 56
- "Padding" the story, 83
 Paragraph length, 75
 Paragraph, the short, 42
 Perseverance, 58
 Personality sketch, 162
 Pets, animals and, 33
 Pictures, 28
 —sources of, 29
 Possessive, spelling of, 297, 298
- Press:
 —Associated, 23
 —associations, 23
 —Central Interscholastic Association, 6
 —high school associations, 5
 —high school clubs, 252
 —United, 23
- Print, writing for, 44
 Prominence, persons of, 32
 Proof, marking, 234, 235, 236
 Proofreader's marks, 234, 237
 Public, ideals of, 63
- Quotation marks, rules for, 286, 287
- Religion, the newspaper and, 16
- Reporter:
 —"cub," 53
 —qualifications of, 54
 —student, 56
- Reporting and writing, 70
- Rewrites, 195
- Scoops, 59
- Semicolon, rules for, 285
- Sentence length, 75
- Sentence, newspaper, 44
- Shorthand, use of, 57
- Simplicity, 49
 —in feature story, 163
- Slogan, school, 246
- Sources, values and, 21
- Space order in description, 81
- Speech reports:
 —from high school papers, 188, 189, 190
 —from professional newspapers, 185, 186, 187, 188
 —how to write, 184, 185
- Speed, 47
- Spelling, 294, 295, 296, 297, 298, 299
- Sports:
 —athletics and, 17
 —baseball stories, 138, 139, 140
 —basket ball stories, 144, 145, 146
 —editor, 134
 —football stories, 142, 143, 144
 —gossip, 151
 —in high school papers, 136
 —opinion, 135
 —slang, 134
 —tennis stories, 146, 147
 —track meet stories, 147, 148, 149
 —types of article, 137
- Sportsmanship, good, 136
- Staff:
 —meetings of high school, 252
 —recognition of, 252
 —selecting for high school paper, 246
 —titles of members, 249
- Staffs, several for high school papers, 248

- Story, the news, 70
Style, in interview, 175
Style book:
—for school paper, 258
—high school, 278
—use of, 279
Styles, many, in newspaper, 38

Tact, 55
Terseness, 50
Timeliness in feature stories, 161,
162
Track meets, 147

Unusual, the, 31
Usage, correct, 303, 304, 305

Values and sources, 21

Weather, the, 34
Words, misused, 299, 300, 301,
302, 303
Words, value of, 44
World War period, the, 12
Writing, practice in, 7
Writing, reporting and, 70



933-BAC-991